

**Explore Our World Lesson Planner 3**

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**On the Cover**

**RED FOX**

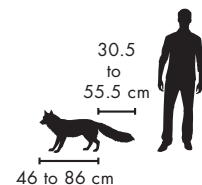
**FAST FACTS**

**Type:** mammal

**Group name:** skulk

**Average lifespan in the wild:** 2 to 4 years

**Size:** Head and body, 46 to 86 cm (18 to 33.75 in.); Tail, 30.5 to 55.5 cm (12 to 21.75 in.)



**Explore Our World Online**

Go to: [myNGconnect.com](http://myNGconnect.com)  
 Click on: For Educators  
 Username: [owteacher@natgeo.com](mailto:owteacher@natgeo.com)  
 Password: natgeo







# EXPLORE OUR WORLD

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## Introduction

*Explore Our World*, a six-level primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Explore Our World* is unique in the way that it brings the real world, with all its beauty and diversity, into the English language classroom.





# STUDENT BOOK Walk-through



## UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

A goal-setting activity focuses student attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.



Image captions provide useful cultural and geographic information for instructors to discuss with learners.

## RESOURCES

### Lesson Planner with Audio CD and Teacher's Resource CD-ROM

The *Explore Our World Lesson Planner*, with Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons:

- a detailed scope and sequence
- explicit instructions for teaching vocabulary, grammar, and songs
- answer keys and audio scripts for activities in the Student Book and Workbook
- support for teaching English in English
- teaching tips for using the *Explore Our World Video* and the Classroom Presentation Tool
- an Audio CD containing recordings of exercises, activities, and readings in the Student Book

The **Teacher's Resource CD-ROM**, provided with the *Explore Our World Lesson Planner*, supplies additional teaching resources including:

- pacing guides for easy lesson planning
- printable worksheets and templates for in-class games and activities
- Writing worksheets for additional Writing practice
- Project worksheets for optional theme-related closing activities
- customizable Home-School Connection Letters

## VOCABULARY 1

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.

1 Listen and read. pp. 35  
2 Listen and say. pp. 36  
You can find the places in these photos in most cities. Do you have these places where you live?  
a hospital  
a bakery  
a restaurant  
a museum  
a supermarket  
a train station  
a movie theater  
a toy store  
a police station  
3 Work with a partner. Describe and guess. Use these words.  
a doctor a toy car food movies  
paintings bread a police officer  
40 41  
You can see paintings here.  
It's a museum!

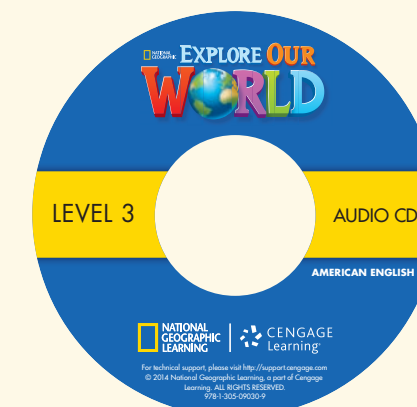
Mascots model dialogues that help students use target language to communicate.

All target language is recorded on audio CDs to help students with pronunciation and practice.

### Audio CD

The *Explore Our World Audio CD* provides audio content that aligns with all Student Book content:

- language presentation and review
- contextualized vocabulary
- original songs
- readings
- games and activities





## GRAMMAR 1/VOCABULARY 2

Grammar lessons include natural examples of real-world language.

**GRAMMAR 108-37**  
Can you help me? Sure. How can I help?

**4 Work with a partner.** Ask and answer.

Can you help me? Sure. How can I help?

Where's the supermarket?  
It's next to the police station and across from the theater.

**5 Listen and say.** Read and write.

a swimming pool a zoo  
a library a mall a stadium

- Min wants to go to the \_\_\_\_\_. She loves the crocodiles and the monkeys.
- Ariz wants to go to the \_\_\_\_\_. He likes to see his favorite soccer team.
- Janica wants to go to the \_\_\_\_\_. She has a new bathing suit.
- Mounira wants to go to the \_\_\_\_\_. She wants to buy some new clothes.
- Leo wants to go to the \_\_\_\_\_. He wants to read some books.

**6 Listen and stick.**

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Sticker activities in each unit provide reward, motivation, and interactive practice.

## GRAMMAR 2/SONG/THE SOUNDS OF ENGLISH

Additional grammar is presented through photographs, illustrations, and activities. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates.

**GRAMMAR 108-40**  
How can I get to the bakery?

Go straight ↑  
Turn left ← on Third Avenue.  
Turn right → at the supermarket.

**7 Look at the map below.** Follow and write.

- How can I get to the \_\_\_\_\_? Turn left on Summer Street. Go straight. Turn right on Spring Street. It's next to the mall.
- How \_\_\_\_\_? Go straight on Green Street. Turn left on Middle Street. It's on the corner of Middle Street and Second Avenue.
- How \_\_\_\_\_? Go straight on Green Street. Turn right on Middle Street. Turn left on Black Street. It's next to the swimming pool.
- How \_\_\_\_\_? Turn left on Summer Street. Turn right on Second Avenue. Go straight on to Sunny Street. It's next to the book store.

**8 Play a game.** Cut out the cards on page 103. Play with a partner. Ask for directions. Take turns.

**9 Listen.** Read and sing.

**A Great New Town**

I'm new in town. I think I'm lost.  
Can you help me find my way?  
I'm new in town.  
Can you help me with my busy day?

**THE SOUNDS OF ENGLISH 108-42**  
museum

**10 Listen and say.**

- museum music
- January community
- beautiful menu

The Sounds of English activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

A unit song supports the unit theme. Lyrics incorporate unit target vocabulary and grammar. Each song is easy to learn and remember, and models natural rhythm and intonation.

## RESOURCES

### Workbook

The **Explore Our World Workbook** contains exercises that reinforce and consolidate Student Book instruction, including listening, speaking, reading, writing, grammar, and vocabulary activities.

The Workbook includes the following:

- 8 pages of skills practice and activities, as well as additional readings, for each unit
- unit review sections
- practice with English pronunciation and sound-spelling relationships
- audio for all listening comprehension and review sections, provided on an Audio CD bound in with the Workbook, or accessed online through myNGconnect

**13 Listen and read.**

**Going to School Is Cool**

Many children take a school bus to school, but some children in India ride a special school boat! The children live on boats, but they go to school on land. They take the school boat to the mountains of Colombia take a zip line to get to school. The zip line is long. The children aren't scared to take the zip line. It's fun!

**14 Read and write.**

school boat zip line

- In Columbia, some children take a \_\_\_\_\_ to get to school.
- Some children in India ride a \_\_\_\_\_ to school.
- What transportation would you like to take to school?  
I want to take a \_\_\_\_\_ to school.

### Explore Our World Picture Cards including The Sounds of English

The **Explore Our World Picture Cards including The Sounds of English** provide additional support for vocabulary and English pronunciation and phonics.

Picture Cards include

- full-color, double-sided picture cards for target vocabulary.

The Sounds of English Cards include

- individual and contrasted English sounds with related images and spellings.

All **Explore Our World Picture Cards including The Sounds of English** are also available online through myNGconnect.

elephant pet said leopard bread  
glass grass light lamp long right ramp wrong



## CONTENT READING/VALUE

Infographics show factual information in fun and sometimes surprising ways.

Graphic organizers help students collect, organize, and visualize information.

Real-world content readings develop language through topics such as science, nature, history, art, culture, music, and sports.

National Geographic Value and Mission pages explore and explain common values such as practicing sportsmanship, showing respect for others, caring for our planet, looking after animals, and staying healthy.



## CLASSROOM PRESENTATION TOOL

A **Classroom Presentation Tool**, provided on DVD, is available for each level of *Explore Our World*. The Classroom Presentation Tool integrates a variety of teaching resources including video, songs, games, language presentations, and student activities, which can easily be used with a computer or Interactive Whiteboard (IWB).

For each unit, the DVD includes the following:

- interactive unit-opening activities that provide the setting for each unit's theme
- presentation of target vocabulary and grammar-through video and animation
- fun classroom activities that practice what has just been presented
- songs presented in two ways: as a video with a singing host and as a karaoke-style sing-along
- reading activities that support reading selections



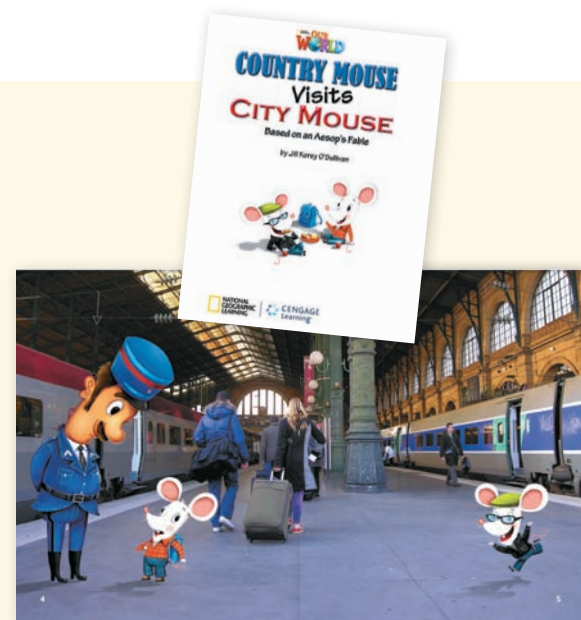
## EXPLORE OUR WORLD STUDENT ACTIVITIES CD-ROM

*Explore Our World* student activities, provided on a **Student Activities CD-ROM** bound with the Student Book or accessed online through myNGconnect, are fun, engaging, game-like activities that reinforce and expand on Student Book content. Each unit has two Vocabulary and Grammar activities, as well as a Reading activity.

## RESOURCES

### Our World Readers

The **Our World** series **Readers** consist of six levels of original stories, classic folktales, myths, and nonfiction selections from around the globe. A graded Reader is available to support the theme and language of each unit in the Student Book. Each Reader includes additional fun facts and activities related to the story and unit theme. All Readers are available as "Story Time" in the *Our World* series Video or on the **Story Time DVDs**.



### Poster Sets

Eight full-color poster sets bring beautiful photography into the classroom, reinforce the unit theme, and feature National Geographic *Explore Our World* values.





## EXPLORE OUR WORLD WEBSITES

Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at **myNGconnect**.

## EXPLORE OUR WORLD VIDEO

Each *Explore Our World Video* is 20 minutes of fun-filled, fully integrated content:

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video
- *Our World* series Readers Story Time

Presented in highly manageable 3- to 5-minute clips, *Explore Our World Video* can be used before, during, or after instruction to preview, support, and review content. *Explore Our World Videos* are available on a Video DVD and in the Classroom Presentation Tool DVD.



## PROFESSIONAL DEVELOPMENT

To ensure that instructors are able to improve their classroom practice and get the most out of the *Explore Our World* teaching resources, Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries and series editor for *Our World* and *Explore Our World*, has developed the *Our World* series **Professional Development Program**.

### Professional Development Video

Using short videos of real classrooms and interviews with teachers from around the world, the **Professional Development Video** program, available on DVD, provides useful insights and practical advice on the following topics:

- developmentally appropriate activities
- managing classrooms for effective learning
- planning successful lessons
- 21st Century skills



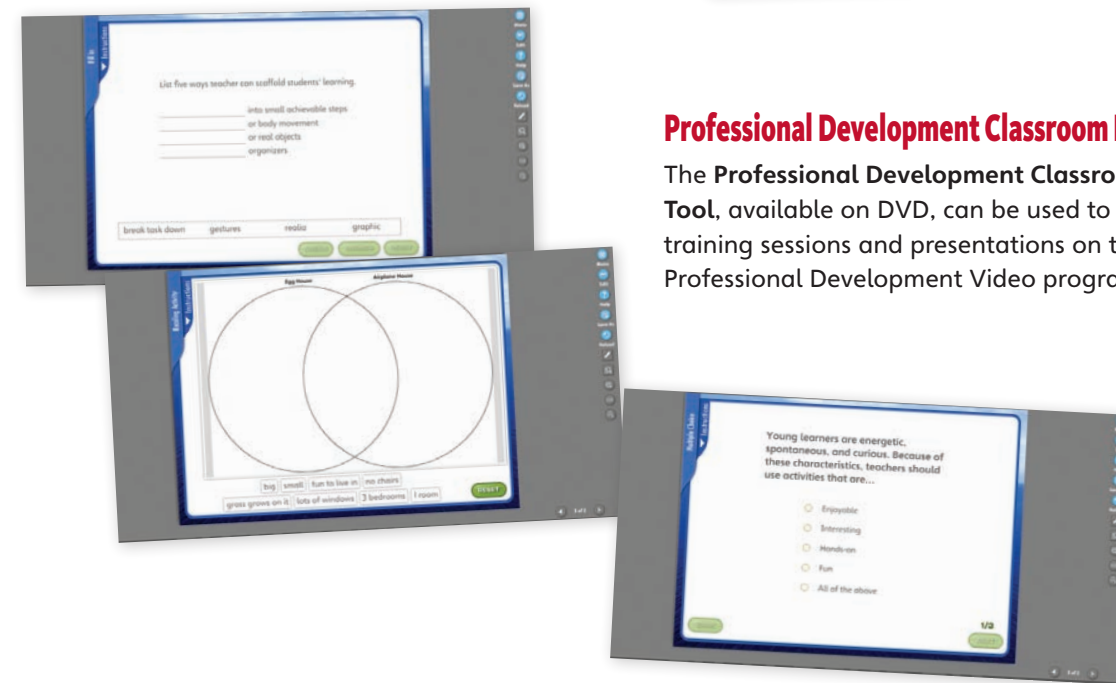
## RESOURCES

### Assessment Book with Audio CD

The *Explore Our World Assessment Book* provides teachers with the tools they need to place their learners within the correct level of *Explore Our World*, plan their lessons based on what students already know, and assess students' comprehension of and progress through the content of the Student Book.

Each Assessment Book includes photocopiable Quizzes, Mastery and Final Tests, as well as additional resources, including the following:

- an *Explore Our World* Placement Test and level Pre-Tests (Diagnostic Tests which help determine students' language ability)
- Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
- Answer Keys
- an Audio CD, with recorded scripts for all of the quizzes and tests



### Professional Development Classroom Presentation Tool

The **Professional Development Classroom Presentation Tool**, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.



## TEACHING WITH EXPLORE OUR WORLD

### Our World Philosophy

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.

- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students' development.

- Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.

- Goal-oriented learning contributes to young learners' success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language-learning goals helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.

- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st Century skills, and universal cultural values.

- In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners also benefit from peer- and self-assessment.

### Explore Our World Content

#### Global Citizenship

To empower young learners for the 21st century, teachers of English as a foreign language must understand the global importance of English as well as what it means to be a global citizen. It is widely recognized that English is the world's *lingua franca*. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy, and global problem solving. Today's children will grow up communicating in English with people from countries all around the world.

#### Real-World Content

*Explore Our World* uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through images and content, young learners explore other people, places, and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will prepare them to actively and successfully participate in the world of the future.

#### Multicultural Materials

When teaching English as a global language, it's important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures. It only makes sense to take advantage of their natural curiosity and openness by exposing them to different customs, traditions, and ways of life.

*Explore Our World* incorporates content from other cultures in every unit. For example, in the Level 6 unit called "Arts Lost and Found," students learn about different traditions and art forms from other cultures, including storytelling through dance in Laos, cloth weaving in Ghana, and the 2000-year-old Chinese tradition of dragon-boat racing.

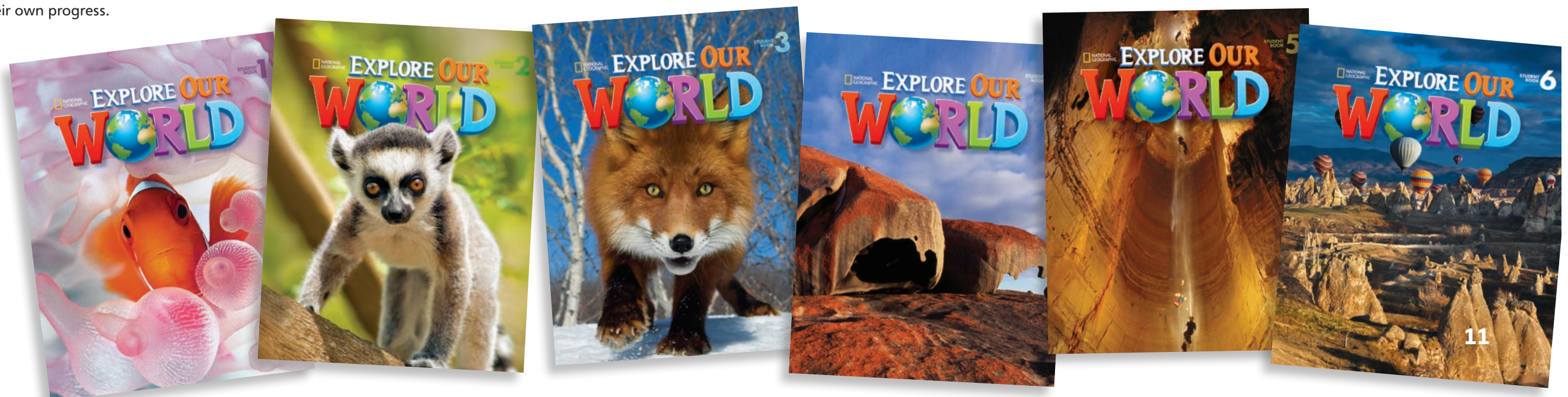
#### Cultural Connections

It's also important to connect young learners to their home cultures in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. *Explore Our World* helps young learners appreciate their own cultures and encourages them to keep their cultures strong.

#### Global Values

Each unit in *Explore Our World* has a National Geographic Values page that connects to the real-world content presented in the unit. These pages promote universally recognized values for students such as loving your family, being a good sport, and taking care of others. For example, in the Level 2 unit called "Awesome Animals," the National Geographic Values page teaches students to respect animals.

In upper levels, the National Geographic Values page is titled "Mission," and it highlights the work and words of a real-life National Geographic explorer. These explorers, including Aparajita Datta and Elizabeth Kapu'uwailani Lindsey, are from different parts of the world and contribute to the betterment of our planet.





## Learning English through “Real-World” Content

The *Our World* series, including *Explore Our World*, takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as art, science, and social studies makes language learning more interesting and engaging. It will also help prepare young learners who may eventually study these subjects in English.

Contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned in other classes. A framework for this type of lesson should include four stages:

### • Processing text

This includes the use of texts that incorporate visual and text-structure markers such as headings and subheadings as well as features such as bold or italic text for emphasis.

### • Identification and organization of knowledge

This includes the use of graphic organizers such as tree diagrams, time lines, flowcharts, and tables.

### • Language identification

This includes the use of language features that help students to reproduce core content knowledge in their own words including the language of comparison and contrast, cause and effect, and speculation; it also includes features such as collocations, subject-specific vocabulary, and academic vocabulary.

### • Tasks for students

This includes the use of a variety of learner-appropriate tasks, both receptive and productive. *Explore Our World* uses subject-area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a Reading page that integrates real-world content from various subject areas and teaches academic skills. For example, the Level 2 unit “Fun in Class” focuses on language for the

classroom. The vocabulary includes various actions for classroom activities, such as reading, writing, counting, coloring, cutting, drawing, and gluing, as well as classroom objects such as scissors, markers, glue, and notebooks. The reading content, called “Paper Art” describes the art of paper cutting in China and Mexico. This is cultural content that also integrates art and social studies.



## 21st Century Skills

Today’s students are growing up in an interconnected world. As English language teachers, our job is to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with “the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.” These skills can be categorized in four ways:

### • Ways of working

Students need to be able to communicate clearly and collaborate effectively. *Explore Our World* helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

### • Ways of thinking

Students also need to think creatively and critically. They need opportunities to learn how to make decisions and solve problems. *Explore Our World* challenges them to practice both these skills. For example, in Level 5 students learn about preparing for extreme weather and discuss the importance of protecting the oceans. In Level 6, students explore plant behaviors and adaptations, discuss how people in their community can reduce their human footprint, and learn about ancient civilizations.

### • Tools for working

English students today aren’t just learning English. They are preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy. All of these needs are addressed in the *Explore Our World* Student Books, comprehensive video program, and interactive technology.

### • Skills for living in the world

It’s critically important for students to develop awareness of the skills and qualities that will help them achieve success in their future lives and careers. In *Explore Our World*, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability, and initiative. They learn about 21st-century professions, such as crisis mapper, and National Geographic Explorers are presented as potential role models.

Living in the world also encompasses the idea of personal and social responsibility. On a personal level, younger *Explore Our World* students learn about taking care of themselves and other beings. Older students discuss how they as individuals can make changes or adopt new behaviors for the greater good.

On a social level, students explore ways of connecting to their local community such as exploring where they live and participating in local events. As local citizens, older students interact with their community through activities such as planning and executing events to protect the environment, conducting interviews, and creating a local brochure for tourists.

Personal and social responsibility play a large part in students’ preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions, and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviors that are different from their own.

Throughout *Explore Our World*, young learners are introduced to people, places, and cultures from around the world. At the same time students are learning to recognize cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Explore Our World* prepares students to be curious, engaged, and well-informed citizens of the 21st century.





## Visual Literacy

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media-, and technology-driven. In the past, the term *literacy* referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organizers, signs, symbols, information graphics, and video.

Brain-based research shows that between 80 and 90 percent of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall. *Explore Our World* uses a variety of images of different types to help young learners understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, time lines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

National Geographic has the most impressive and highest quality collection of photos and video in the world. These visuals enrich the *Explore Our World* print, video, and media components. These materials help young learners become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.

**12 Listen and read. 78-79**  
**Rainbows**  
 Look! A rainbow! A rainbow is red, orange, yellow, green, blue, indigo, and violet.

**13 Color the rainbow.**

**12 Listen and read. 78-79**  
**Active Volcanoes**  
 There are active volcanoes all over the world. Some erupt often, sending hot lava down their slopes. People live near these volcanoes. Because of the ash, the land is good for farming.  
 The largest erupting volcano is Mount Etna, in Sicily. It has been active for 3,500 years. Mount Etna erupts very often. It has destroyed many towns.  
 Five volcanoes created the island of Hawaii. Mauna Loa is the largest volcano in the world. Kilauea is one of the most active. In fact, it almost never stops erupting. These volcanoes are also a problem for local people.  
 Popocatepetl is about 20 kilometers from Mexico City. An eruption in 2000 made 50,000 people leave their homes. In 2012, Popocatepetl covered cars and streets with ash. Every March, people honor the volcano, offering it food and music.

**13 Work with a partner. Read the text again. Talk about two volcanoes. Take notes.**

Name of volcano	Notes
1.	
2.	

**Up, Down, and All Around!**  
 You are going on a roller coaster ride. Sit in the car and pull down the safety bar. Are you ready? Let's go!  
 First, you go up a steep hill. The roller coaster goes slow. Suddenly, when you reach the top, the roller coaster goes down the hill very quickly. Gravity pulls you down. Whoosh! You feel very light!  
 Next you reach a big circle, called the "loop-the-loop." This part is many people's favorite. First, you go up the circle, and you feel heavy. Gravity is keeping you down. Then you reach the top. You're high in the sky and you're hanging upside down! So why don't you fall out of your seat? Your body wants to fly off, but the speed of the car and a force called centripetal force keep you moving in a circle, and keep you in your seat!  
 The roller coaster uses friction to stop. If it stops quickly, your body wants to continue moving. But the safety bar keeps you in place! Roller coasters are the best!

**13 Look and discuss. Work with a partner. Describe a ride on a roller coaster.**

The Russians invented the roller coaster. They made the "Lary" from ice. And they put fur on the seats to keep the passengers warm.

What does your favorite roller coaster look like?  
 It looks like a water slide.  
 You go straight towards a moon, but then you turn!

## Video and Technology

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In learning language, video can be especially valuable because it can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language, and it makes learning more fun. The videos in *Explore Our World* are divided into short, manageable clips that present the following:

- **vocabulary** through amazing photos
- **grammar** in animated contexts
- **songs** performed by fun hosts
- **video** clips that give examples of real-world communication
- **stories** read by the hosts using images from the *Our World* series Readers

**Explore Our World Video** is flexible. For example, lessons can be presented from the Student Book first, and then followed by the corresponding segment in the video to review and check comprehension. Or the video can be used to present the language and then the Student Book can be used to review and practice. Either way, using the video helps contextualize language instruction and engage children in the classroom in fun and meaningful ways.

The **Classroom Presentation Tool** allows the introduction of many types of content, including video, audio, and interactive activities into the classroom using either an interactive whiteboard or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool.

For example, young learners love games, and the *Classroom Presentation Tool* includes games that present and practice the Student Book lessons in new and unique ways. These activities allow for teaching and reteaching that will engage the whole class. With these games, students have opportunities to predict, to think critically, to work in teams, to sing along, and to use English in a safe and motivating environment that sets them up for success.

The computer is an excellent resource for English language learning and teaching. *Explore Our World* Student Activities, online and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform, and motivate students. For example, they will play soccer against **meerkats**, puffer fish, polar bears, pigeons, mountain goats, and even alligators. They'll clean up the ocean, feed chameleons, solve puzzles, and explore mysterious mazes, all while practicing and playing with English.

Interactive media provide a richer environment for learning and engage young learners in the ways they are used to learning, getting information, and entertaining themselves. More importantly, building students' media and digital literacy skills helps prepare them to use English in the real world in the 21st century.





## Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how students develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate for their students' abilities.

In general, students are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. *Explore Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

### Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

- **Visual learners**

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do rather than told what to do. Visual learners respond well to board work and to activities involving photos, drawings, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

- **Auditory learners**

These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and song lyrics after one or two listenings. They understand oral directions for activities and often agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and they enjoy discussions, sound tracks, video and computer games, songs, and chants.

- **Tactile learners**

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, flash cards, puzzles, board games, and realia.

- **Kinesthetic learners**

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.



## Skills and Strategies

### Learning Strategies

Strategies are generally defined as behaviors that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O'Malley, these strategies fall into three categories: metacognitive, cognitive, and social-affective:

- Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

- Cognitive strategies include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

### Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers' questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children's analytical abilities

are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students' part. Ask questions that bring into play the following skills:

- **classifying** What are (two) ways you can group together these words?
- **comparing** How are (dogs) and (wolves) alike?
- **contrasting** How are the (cassowary) and (ostrich) different?
- **getting meaning** What clues in this sentence help with the meaning of the word (*ground*)?
- **inferencing** Looking at these effects, what do you think is the cause?
- **predicting** What will happen when (the volcano erupts)?
- **problem solving** What are some ways we can (conserve water at school)?
- **ranking** How would you list your (favorite sports) from one to five?
- **sequencing** When (planting vegetables), what are the steps in order?
- **using graphic organizers** How could you use a graphic organizer to map out the ideas in this reading?
- **visualizing** How do you picture (the treasure) in your mind?



## Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long road trip that requires a map: The final destination or goal cannot be reached without carefully planning each stop along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together.

A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

### Stages of a Lesson

*Explore Our World* uses five steps recognized as standard practice for effective language instruction: Warm-up, Presentation, Practice, Application, and Wrap-up.

#### • Warm-up

These activities help English language learners switch from their native language to English, remember material from earlier lessons, and begin class feeling confident about what they know. Warm-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures, or language functions. Warming up students can involve activating students' prior knowledge of the topic or context as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

#### • Presentation

After students are warmed up, it's time to present the new language. This means teaching new vocabulary words or new grammatical structures through visuals, realia, examples, or the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students gain comprehension of the new language. Use a number of activities that require the four skills (Listening, Speaking, Reading, Writing) to check students' comprehension. For example, use concept checking to see if students know the word *bakery* by asking questions such as *Can I buy a bike in a bakery? What can I buy in a bakery? Give me an example of a bakery near here.* Or have students draw a bakery and write a few lines about what they do and buy in a bakery. The *Explore Our World* Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

#### • Practice

As an important step in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

#### • Application

Applying the new language in a communicative context is a natural step after practice because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage, students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application further develops students' abilities to use language communicatively. The *Explore Our World* Student Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

#### • Wrap-up

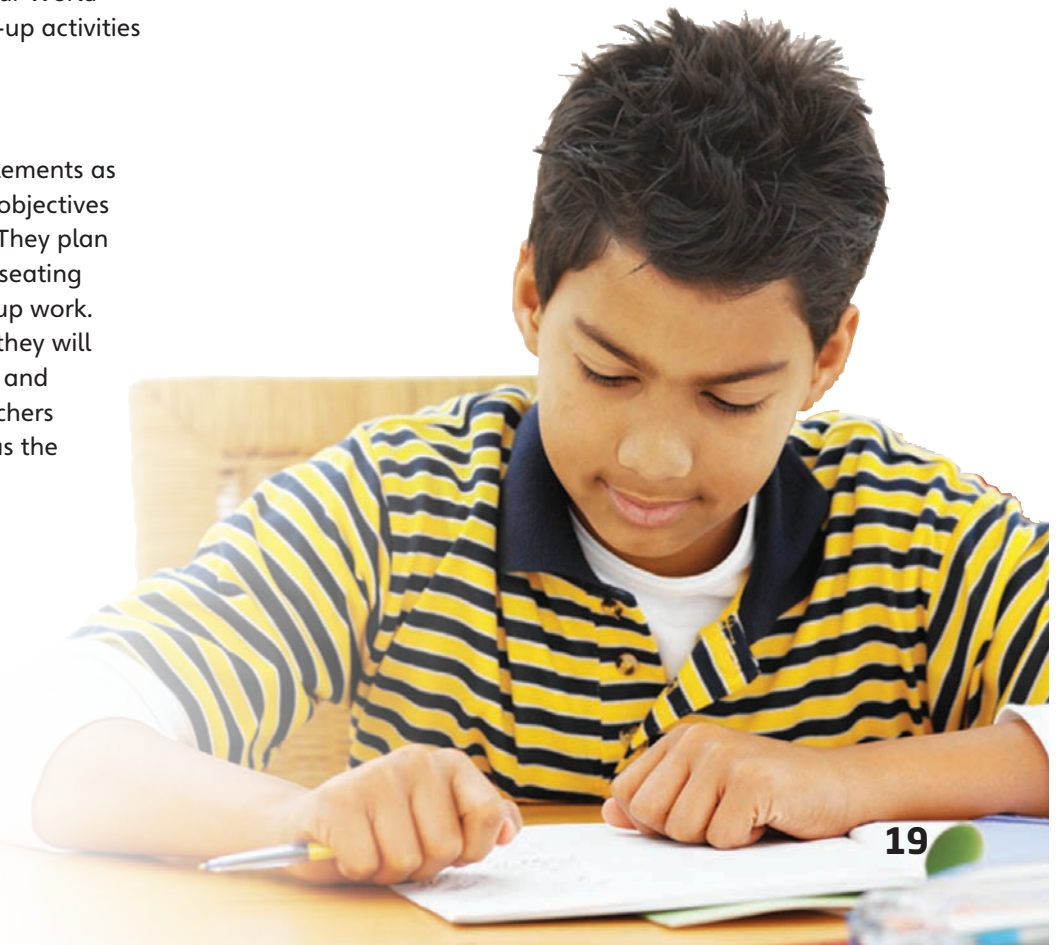
Concluding a lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a review of what was learned in class in a game to check comprehension of vocabulary words, or it might be a song or chant. The wrap-up might be a conclusion to a pair-work activity in which the teacher asks individual students what they learned from their partners. The *Explore Our World* Lesson Planner provides appropriate wrap-up activities for each class.

### Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter what they plan, teachers know they should expect the unexpected as the day's lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, an equipment failure, or unexpected student behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books, and class-produced books. In the *Explore Our World* Lesson Planner, teachers have different activities to choose from, including extension activity suggestions that are not in the Student Book. In addition, there are many additional activities and games in the Classroom Presentation Tool, the CD-ROM, and the video.





## Successful Activities

- **Activities have meaning and purpose.**

Activities for young learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynn Cameron (2003) wrote, “Children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.” So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- **Activities are supported and scaffolded.**

*Scaffolding* is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Explore Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Explore Our World* teaches language step-by-step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

- **Activities are active and hands-on.**

*Explore Our World* materials promote the active and hands-on classroom. Because students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real-world objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- **Activities are enjoyable and interesting.**

To teach young learners effectively, language classes need to be enjoyable and interesting. The photographs and artwork in *Explore Our World* will capture students’ attention and interest. The units are full of activities that young learners find fun and engaging such as singing songs, listening to stories, and playing games. There is a song in each unit, as well as games, pair work, and group work that will keep young learners’ interest. In addition, the Video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

## Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of students’ learning process. *Explore Our World* provides plenty of opportunities for meaningful repetition, especially if the video program and/or Classroom Presentation Tool is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners’ ability to understand the new language structures and use them correctly. *Recycling* means “to use again.” When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song, the grammar activities and games, and the Reader and storytelling activities.

*Explore Our World* also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and rainy. Recycling helps students increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.

## Classroom Management

As teachers everywhere know, real learning requires a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task. At the same time, teachers should avoid giving students opportunities to get distracted or out of control. Expectations of proper classroom behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior.

Many aspects of teaching can affect the behavior of students in the classroom.

- **Time**

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework at the end of class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- **Activities and transitions**

It is important to have ready all the materials needed for each activity before class so that young learners don’t have time to get restless. Activity directions are another area that can require advance planning. To keep students’ attention, it is a good idea to read all activity directions before class so that there time to simplify and provide options as necessary.

Moving smoothly from one activity to another requires planning. For the youngest learners, consider clapping a chant (*We are done/That was fun/Now let’s do/Another one*), visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work,

a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone’s activities last weekend, a teacher may say *We just read what (David) did last weekend; now we’re going to listen to find out what he’s doing next weekend.*

- **Classroom rules**

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they consistently enforce them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as *Be quiet when someone is talking, Raise your hand to talk, Be kind to others, Work hard, Share, and Cooperate.* Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

- **Classroom routines**

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them get organized and prepare to learn in English. Common routines include starting the class with a greeting, designating the day’s classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- **Classroom atmosphere**

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.



## The 4 Skills: Listening, Speaking, Reading, and Writing

*Explore Our World* provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

### Listening

Young learners learn about other people and the world around them primarily through oral interaction. In the classroom, they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' ability to discriminate sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Songs, chants, and poems are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice with basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (*first, next, then, finally*), for time frames (verb forms signaling present, past, or future time), and for cause and effect (*why, because*), among other details.

### Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question-and-answer exchanges, whether between teacher and student or between student and student, play an important role in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers in order to show their comprehension) such as *What color is your hair?* and *How many students are in our class?* to authentic communication (questions to which the answers are not yet known) such as *Do*

*you have any pets?* and *Did you play soccer today?* Other speaking opportunities include games, group discussions, and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

In addition to working on the pronunciation of whole words and sentences, it can be very useful to spend time practicing individual sounds, especially those sounds students find particularly difficult. The Sounds of English lessons focus on known words with a target sound in the initial position and eventually include words with the sound in the medial and final positions. Fun Sounds of English activities in every unit provide additional opportunities for students to listen to and practice individual sounds.

*Explore Our World* provides many different speaking models including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Student Books 4–6 on the pages titled *Let's Talk*. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English cards. The Workbook includes different speaking activities as well.

### Reading

A unique feature of the *Explore Our World* series is the use of engaging content from the world-renowned National Geographic archives. Children are naturally curious about the world around them and will enjoy reading about copycat animals, chocolate, flesh-eating plants, extreme sports, and other interesting topics. Readings are age-appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

The Lesson Planner includes a variety of before-, during-, and after-reading tasks that draw students deeper into texts. Before-reading activities prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include.

During reading, it is useful to train students to ask themselves silent questions such as *Who, When, Where, What, Why, and How* and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions, but they also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, as well as the use of summaries, and graphic organizers. Additional readings are found in the Workbook.

In addition, eight *Our World* series Readers accompany each of the six levels. These readers are age-appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and nonfiction.

### Writing

Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence

stems, and finally to one–three simple sentences. Students draw and then write about their drawings. In Workbook 2, young learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Workbook 4 through 6, older learners are introduced to the concept of paragraph unity and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more. Students are guided step-by-step in the Workbook for each writing assignment.

A complete model is provided for each writing task in the Workbook, so that learners have clear, meaningful examples of what they are expected to do. Additional writing worksheets are available on the Teacher's Resource CD-ROM. In Levels 1–3, worksheets expand on Workbook writing content, while in Levels 4–6 students are introduced to Process Writing.

12 Listen and read. 10-12

### Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

The first photo of a person from Paris is 1838.

1838 First photo of a person from Paris.

1895 First camera and video phone.

1944 First digital camera.

Victoria Falls, Zambia

13 Work with a partner. Talk. Today you are a photographer. What do you want to photograph?

I want to take pictures of the mountains.

I want to take a picture of my family.

11 Listen and read. 10-12

### Colorful Corals

Corals look like a colorful garden under the water. But corals are not plants! They're animals.

**What's for dinner?** Each coral is made up of small animals called polyps. Polyps have a mouth, stomach, and tentacles to catch food. Many polyps live in the same area, where they eat small plants called algae.

**What's a coral reef?** Most corals live together. As old corals die, new polyps grow on top. That's how you get a coral reef. Some coral reefs are millions of years old, and they're home to more than 4,000 kinds of fish!

**Save the reef!** Coral reefs are amazing resources. They're important for tourism and jobs. Scientists use reef animals to make new medicines and other products. Coral reefs are a source of food, too. But coral reefs are in danger. Because of pollution, many coral reefs are disappearing. Some people say that only 30 percent of the world's corals will exist in the year 2050. We must protect our coral reefs.

The Great Barrier Reef is over 2,350 km (1,450 mi) long. You can see it from outer space!

12 Work with a partner. What did you learn? Ask and answer.

### How Quetzalcoatl Brought Chocolate to the People

## Chocolate

### to the People

An Aztec legend

Retold by Lynn Mesh



## Vocabulary

*Explore Our World* helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to concepts they are exploring in their first language such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes, and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, and sports).

Encourage students' active involvement in vocabulary learning through the use of pictures, flash cards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. When applicable, raise learner awareness of vocabulary strategies, such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations and teach word collocations such as *have + noun*: *have a good time, have breakfast, have a flat tire, have a headache, have a quiz*. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (*photo, photograph, photographer, photographic, photographically*). When appropriate, raise awareness of word formation through prefixes and suffixes.

## Grammar

*Explore Our World* presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts and by using grammar as unanalyzed "chunks" that help them communicate. The grammar boxes in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep grammar reference notebooks in which they have a page for each grammar point with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student Book is supported by additional activities in the Workbook, the Video program, and the Classroom Presentation Tool.



## Assessment

Because of young learners' age; level of maturity; limited range of experience; and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance-based.

- Tests should mirror learning. The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.

- Tests should contribute to learning on the teacher's part as well as on the students' part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

- Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

- Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content and when the language tested is that used by young learners in class and in their real lives.

- Tests should allow all learners to experience success, while providing both lower-than-average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

- Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practiced and confident they may feel.

The *Our World* series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. *Explore Our World* provides many opportunities for both formal and informal assessment of different types.

The typical paper-and-pencil test with formats such as multiple-choice, true/false, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular. The *Explore Our World* assessment program includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, three mastery tests, and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customizable to the needs of each teacher's students.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Explore Our World* therefore provides a wealth of opportunities for informal assessment. These include pair and group work, Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.



# Explore Our World Level 3 Scope and Sequence

## Units 1-8

<b>Unit 0</b> Welcome to Our Class	<b>Classroom language:</b> How do you say ... in English? How do you spell ...? Could you repeat that, please? I don't understand. Can you help me, please? What's the difference between ... and ...?	<b>Seasons and months</b>	<b>Numbers:</b> twenty (20) to one billion (1,000,000,000) <b>Math language:</b> plus, minus, equals	<b>Ordinal numbers:</b> first (1st) to twenty-first (21st) <b>Math language:</b> When's your birthday? September 15th.	<b>Possessive pronouns:</b> <i>mine, yours, his, hers, ours, yours, theirs</i>	<b>Object pronouns:</b> <i>me, you, him, her, it, us, you, them</i>
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
1 The World of Work	<ul style="list-style-type: none"> <li>work</li> <li>professions and occupations</li> </ul>	<ul style="list-style-type: none"> <li>talk about jobs</li> <li>talk about where people work</li> <li>say what I want to be</li> </ul>	bus driver chef doctor farmer firefighter nurse police officer scientist vet	Simple present to discuss occupations ( <i>What do you do? Where do you work?</i> )  <i>What does your father do?</i> <i>He's a chef.</i>  <i>Where does your father work?</i> <i>He works in a restaurant.</i>	artist inventor movie star rock star soccer player	Simple present with <i>want</i> + infinitive  <i>What do you want to be one day?</i> <i>I want to be a movie star.</i>  <i>What does your brother want to be?</i> <i>He wants to be a doctor.</i>	<b>Song:</b> "Work" <b>The Sounds of English:</b> /f/ as in <i>farmer</i>	Wonderful Work!	<b>Value:</b> Work hard. <b>Caption:</b> Work hard and enjoy your work. <b>Question:</b> Do you work hard? What do you do?
2 Let's Eat!	<ul style="list-style-type: none"> <li>food</li> </ul>	<ul style="list-style-type: none"> <li>talk about foods</li> <li>say what I like to eat</li> <li>ask politely for things</li> </ul>	beans bread corn ice cream mango meat noodles potato tomato	Any in questions and negative responses  <i>Are there any tomatoes?</i> <i>No, there aren't any tomatoes.</i>  <i>Is there any bread?</i> <i>No, there isn't any bread.</i>	cheese chip grape nut snack yogurt	Polite requests with <i>may</i> <b>May I have some chips, please?</b>  <i>Not right now. Dinner is at 7:00.</i>	<b>Song:</b> "Let's Eat!" <b>The Sounds of English:</b> /m/ as in <i>mango</i>	Super Snacks!	<b>Value:</b> Eat good food. <b>Caption:</b> Eat fruits and vegetables. Have good snacks. Drink water every day. <b>Question:</b> What good things do you eat? What good things do you drink?
3 A Helping Hand	<ul style="list-style-type: none"> <li>helping others</li> <li>daily routines</li> </ul>	<ul style="list-style-type: none"> <li>talk about caring for others</li> <li>describe daily routines</li> <li>talk about how many times people do things</li> </ul>	carry feed my pet a goldfish a hamster help hug protect take care of my pet teach	Time phrases with <i>before</i> and <i>after</i>  <i>What does she do before breakfast? She gets dressed before breakfast.</i>  <i>What does he do after school? He feeds his bird after school.</i>	come home do my homework have a snack make my bed take a shower	Adverbs of frequency <i>I never eat lunch at 12:30.</i> <i>I sometimes eat lunch at 12:30.</i> <i>I usually eat lunch at 12:30.</i> <i>I always eat lunch at 12:30.</i>	<b>Song:</b> "Taking Care" <b>The Sounds of English:</b> /oʊ/ as in <i>home</i>	My Mom, the Airplane	<b>Value:</b> Take care of others. <b>Caption:</b> Sometimes other people need your help. Be caring. <b>Question:</b> How can you take care of others?
4 My Place in the World	<ul style="list-style-type: none"> <li>exploring a town</li> <li>giving directions</li> </ul>	<ul style="list-style-type: none"> <li>ask for help with <i>can</i></li> <li>give directions</li> <li>talk about my town</li> </ul>	a bakery a hospital a movie theater a museum a park a police station a restaurant a supermarket a toy store a train station	Ask for help with <i>can</i> <b>Can you help me?</b> <i>Sure. How can I help?</i>	a library a mall a stadium a swimming pool a zoo	Give directions with imperative + adverb <b>Go straight.</b> <i>Turn left on Third Avenue.</i> <b>Turn right at the supermarket.</b>	<b>Song:</b> "A Great New Town" <b>The Sounds of English:</b> /ju:/ as in <i>museum</i>	Eye in the Sky	<b>Value:</b> Explore your town. <b>Caption:</b> It's fun to find new things and places to explore. <b>Question:</b> How can you explore your town?



Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
5 On the Move!	<ul style="list-style-type: none"> <li>transportation</li> <li>types of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>identify different kinds of transportation</li> <li>describe ways of traveling</li> <li>compare and contrast</li> </ul>	an airplane a boat a bus a helicopter a motorcycle a scooter a ship the subway a taxi	Agree and disagree with <i>too</i> and <i>not</i> ( <i>I do, too. / I don't</i> )  <i>I ride my scooter to school.</i>  <b>I do, too.</b>  <b>I don't.</b> <i>I take the subway.</i>	downhill get off get on park uphill	Express contrast with <i>but</i> <i>My mother takes the bus to work, but my father takes the subway.</i>	Song: "How Do You Get to School?" The Sounds of English: /u:/ as in <i>scooter</i>	Hot Air Balloons	<b>Value:</b> Be safe on the street. <b>Caption:</b> Stop. Look both ways. Listen. <b>Question:</b> How can we be safe on the street?
6 Our Senses	<ul style="list-style-type: none"> <li>the senses</li> <li>appearances</li> <li>smells</li> <li>textures</li> <li>sounds</li> <li>flavors</li> </ul>	<ul style="list-style-type: none"> <li>talk about the senses</li> <li>talk about how things look, feel, taste, sound, and smell</li> <li>talk about the past</li> </ul>	beautiful delicious hard loud quiet soft terrible ugly	Linking verbs: <i>taste, smell, look, feel, sound</i> <i>The soup smells great.</i> <i>The music sounds terrible.</i> <i>The flowers look beautiful.</i> <i>The baby rabbit feels soft.</i> <i>How does the chicken taste?</i> <i>It tastes delicious.</i>	bitter salty sour spicy sweet	Simple past of <i>to be</i>  <i>How was the ice cream?</i> <i>It was delicious. More please!</i>  <i>How were the cookies?</i> <i>They were great.</i> <i>Can I have one more, please?</i>	Song: "Our Senses" The Sounds of English: /s/ as in <i>soft</i>	Amazing Animal Senses	<b>Value:</b> Enjoy the world through your senses. <b>Caption:</b> Take time to enjoy the world around you. Use your senses. <b>Question:</b> How do your senses tell you about the world around you?
7 Animal Habitats	<ul style="list-style-type: none"> <li>animal habitats</li> <li>animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>name animal habitats</li> <li>say what animals look like</li> <li>talk about animal homes</li> </ul>	a cave a desert a forest a hive ice an island mud a nest a rain forest snow	Cause and effect with <i>why</i> and <i>because</i> <b>Why</b> does a lion have sharp claws? <b>Because</b> it needs to catch its food.	fur horns a pouch a tongue wings	Infinitives of purpose <i>Giraffes use their long tongues to clean their ears.</i> <i>Goats use their horns to fight.</i>	Song: "Why? Because!" The Sounds of English: /aʊ/ as in <i>pouch</i>	Amazing Rain Forests	<b>Value:</b> Protect animal habitats. <b>Caption:</b> Protect animal homes. Remember that we share our world with animals. <b>Question:</b> How can we protect animal habitats?
8 What's for Dinner?	<ul style="list-style-type: none"> <li>foods</li> <li>quantities</li> <li>meals</li> </ul>	<ul style="list-style-type: none"> <li>name foods</li> <li>talk about quantities</li> <li>talk about favorite meals</li> </ul>	a bottle of oil a bowl of sugar a box of cereal a can of soda a glass of juice a jar of olives a loaf of bread a piece of cake	Count and noncount nouns with <i>some</i> and <i>any</i> <i>Are there any oranges?</i> <i>Yes, there are some in the fruit bowl.</i>  <i>Are there any bananas?</i> <i>No, there aren't any.</i>	buy compare money a price put away	Count and noncount nouns with <i>a few</i> and <i>a little</i> <i>Are there any cookies?</i> <i>Yes, there are a few.</i>  <i>Is there any orange juice?</i> <i>Yes, there is a little.</i>	Song: "Let's Go Shopping!" The Sounds of English: /dʒ/ as in <i>juice</i>	What I Eat	<b>Value:</b> Eat nutritious food. <b>Caption:</b> Eat fresh food. Eat good food. Read the labels on boxes and cans. <b>Question:</b> What do you eat? Is your food good for you?



## Generic Pacing Guide

	1 hour per week	1-2 hours per week	2-3 hours per week
<b>Week 1</b>	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Unit Opener  Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up
<b>Week 2</b>	Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Grammar 1: Warm Up; Present; Practice; Wrap Up; Apply; Wrap Up  Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Review  Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up  Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up
<b>Week 3</b>	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Song: Use the Song; Extend The Sounds of English	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up  Song: Use the Song; Extend The Sounds of English	Review  Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Review  Song: Use the Song; Extend The Sounds of English
<b>Week 4</b>	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value Assessment	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value  Assessment	Reading: Warm Up; Present; Practice; Apply; Wrap Up  Value Assessment  Project (optional) Song (optional)

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# Unit 0

## Classroom Language

### Seasons and Months

Resources Workbook p. 1; Audio CD TR: 2–5; Picture Cards 347–350

## Unit 0

# Welcome to Our Class.

### 1 Look, listen, and say. TR: 2

How do you say borrador in English?  
It's an eraser.

How do you spell scissors?  
s-c-i-s-s-o-r-s

Could you repeat that, please?  
Sure, s-c-i-s-s-o-r-s.

I don't understand. Can you help me, please?  
Yes, sure.

What's the difference between next to and in front of?  
I can show you.

2

## Seasons and months

### 2 Look, listen, and say. TR: 3



### 3 Look and listen. Point and say. TR: 4

### 4 Look, listen, and say. TR: 5

January	February	March	April
May	June	July	August
September	October	November	December



3

## Be the Expert

### Our World in Context

The Northern Hemisphere is the part of the world north of the equator; the Southern Hemisphere is the area south of the equator. As Earth orbits the Sun, one hemisphere tilts, or leans, toward the Sun. The other leans away from it. The hemisphere that tilts toward the Sun is warmer during that time. For example, in the month of July, the Northern Hemisphere tilts toward the Sun, so it's summer in that hemisphere and winter in the Southern Hemisphere.

## Classroom language 1

- 1 Have students open their books to p. 2. Say *Welcome to our class*. Gesture to the classroom. Have students repeat. Say *We work in class. We work in groups. We work with partners. We help other students in the class.*
- Point to the first dialogue at the top left corner of the page. Say *We say words in English*. Point to the second dialogue. Say *We spell words in English. We write letters*. Point to the third. Say *We read and learn. We don't always understand everything right away*. Point to the fourth dialogue. Say *We help others*.
- Play TR: 2. Pause the audio after the first two sentences. Call on two students to role-play the dialogue. One reads the question, and the other reads the answer. Have the class repeat each

sentence. Repeat this process with the next three dialogues on the page. Call on different students.

## Seasons and months 2 3 4

- Say *Now look at page 3. Let's talk about seasons and months*. Have students repeat the words *seasons* and *months*. Show Picture Card 347 (spring). Say *It's spring. There are flowers on the trees. It's sunny and cool*. Show Picture Card 348 (summer). Say *It's summer. The trees are green. It's hot! It's sunny*. Show Picture Card 349 (fall). Say *It's fall. The trees are orange, brown, and red. It's cool. It's windy*. Show Picture Card 350 (winter). Say *It's winter. The trees have no leaves. It's cold and snowy*.

- 2 Play TR: 3. Have students repeat the word for each season when they hear it.
- 3 Play TR: 4. Say *Listen. Point to the photo*. Pause the audio after each season is named. Have students point in their books. Then have students repeat the name of the season.
- Say *Now I'll talk about a season. You say what season it is. Let's begin. It's cold. It's snowy. The trees have no leaves. What season is it?* (winter) Say *The trees have flowers. What season is it?* (spring) Say *It's hot. It's sunny. The trees are green. What season is it?* (summer) Say *The trees are different colors. I see orange, red, and brown. What season is it?* (fall)
- 4 Direct students' attention to the calendar on p. 3. Say *Let's talk about months*. Say *Repeat each month after you hear it*. Play TR: 5. Pause the audio for students to repeat each month.
- Expand** Point to a month. Ask *What's the weather like? What season is it?* For example, point to December. Ask *What's the weather like? What season is it?* Students may respond: *It's (snowy). It's (winter)*.
- Ask *When's your birthday? What month?* List the months aloud and have students raise their hands when their birthday months are named. Say *Raise your hand when I say your birthday month*. Then have students stand in line in order of birthday months: students with birthdays in January line up first, etc.



# Unit 0

Numbers 20 to 1 billion and Math language

Ordinal numbers

Academic Language *equation, order*

Resources Workbook p. 2; Audio CD TR: 6–8; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart); Picture Card 35I

## 5 Look, listen, and say. TR: 6

20 twenty	21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine
30 thirty	40 forty	50 fifty	60 sixty	70 seventy
80 eighty	90 ninety	100 one hundred	101 one hundred and one	102 one hundred and two
200 two hundred				

1,000 one thousand	1,000,000 one million	1,000,000,000 one billion
+	-	=
plus	minus	equals

## 6 Work with a partner. Listen. Do the math together. Listen to check your answers. TR: 7

24 + 2 =	80 + 9 =	300 - 50 =
100 + 10 =	35 + 5 =	1,000 + 1,000 =
60 + 20 =	40 - 30 =	99 - 9 =



4

## Numbers 20 to 1 billion and Math language 5 6

- **5** Say *Open your books to page 4. Let’s count.* Play **TR: 6**. Pause the audio after each row of numbers. Ask one student to repeat the numbers of that row, in order. Have the class repeat.
- Write  $20 + 1 = 21$ . Show Picture Card 35I. Say *plus, minus, and equals*. Circle the plus sign on the board and say *plus*. Circle the equal sign and say *equals*. Have students repeat. Point to the complete equation on the board. Say *Twenty plus one equals twenty-one*. Have students repeat.
- Write on the board:  $23 - 3 = 20$ . Say *minus*. Circle the minus sign on the board. Call on a student to circle the equal sign. Then read aloud *Twenty-three minus three equals twenty*. Have students repeat.
- Point to the minus, equal, and plus signs on the board at random. Have students name the symbols as you point.
- **6** Pair students. Play **TR: A7**. Pause after each equation to give students time to solve it and write the answer. When students have solved each equation, play the second half of the audio. Pause after each fully solved equation and have a student repeat it aloud. Then have the class repeat.
- **Modify** If students have trouble solving the equations, supply the answer to each equation aloud. Have students listen to the answer and write the number. For example, for the first equation, say *The answer is twenty-six*. Students should write 26.

## 7 Look, listen, and say. TR: 8



1st first	2nd second	3rd third	4th fourth	5th fifth
6th sixth	10th tenth	14th fourteenth	18th eighteenth	
7th seventh	11th eleventh	15th fifteenth	19th nineteenth	
8th eighth	12th twelfth	16th sixteenth	20th twentieth	
9th ninth	13th thirteenth	17th seventeenth	21st twenty-first	

## 8 Ask and answer.



5

## Ordinal numbers 7 8

- **7** Draw students’ attention to p. 5. Play **TR: 8**. Pause the audio after *fifth*. Point to each runner in the image as you say aloud the number. Say *first, second, third, fourth, fifth*. Have students point in their books and repeat. Continue to play the audio. Pause after every four numbers and have students repeat them aloud.
- **Expand** Call out a number such as *17*. Ask students to change the number to tell about order. (*seventeenth*) Repeat with more numbers.
- **8** Say *My birthday’s in (September)*. Ask a student *What month is your birthday?* Repeat the question to other students. Then point to the dialogue at the bottom of p. 5. Role-play the conversation with a student. Have the student read the question.

Respond *September 15th. My birthday’s September 15th*. Then ask a different student *When’s your birthday? Tell me the month and the day*. Correct any mistakes. For example, if a student responds *September 15*, guide him to say *fifteenth*.

- Distribute Two-column charts. Have students walk around the room, asking one another *When’s your birthday?* Students should take notes in their charts. Have them write classmates’ names in the first column and their birthdays in the second. After a few minutes, have students share information about their classmates’ birthdays.

## Be the Expert

**Teaching Tip**  
When you introduce an activity, read or have a student read aloud the instructions. Then call on another student to repeat the instructions. If the activity is complicated, you might call on several students to explain each one of the steps. This will help students pay attention and understand what they’re supposed to do before they begin an activity.

# Unit 0

Possessive pronouns

Object pronouns

Resources Workbook p. 3; Audio CD TR: 9; Picture Cards 352, 353

## 9 Look, listen, and say. TR: 9



The kite is mine. The coat is yours. The ball is his. The bat is hers.



The grapes are ours. The pencils are yours. The game is theirs.

## 10 Look around your classroom. Ask and answer.



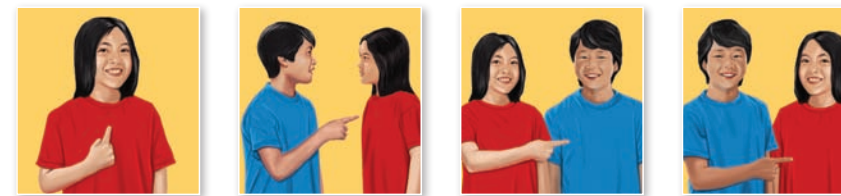
6

## Possessive pronouns 9 10

- **Build background** Hold up a pencil. Say *I have a pencil*. Point to yourself. Say *The pencil is mine*. Ask a student to hold up her pencil. Model and say *You have a pencil. It's your pencil. Hold up your pencil*.
- Have a few students to hold up their pencils. Say *You all have pencils. Hold up your pencils*. Gesture to the students. Say *The pencils are yours*. Gesture to the whole classroom. Say *We work in this classroom*. Gesture to indicate yourself and the students. Say *The classroom is ours*.
- **9** Play TR: 9. Pause after each sentence. Reread the sentence, and have students repeat.

- **Expand** Have students turn to p. 6. Point to the kite in the first picture. Ask and answer *Whose kite is that? The kite is mine*. Point to the picture of the coat. Ask a student *Whose coat is that?* (The coat is yours.) Write on the board: *Whose \_\_\_\_\_ is that?* In pairs, have students ask and answer questions about the pictures in Activity 9.
- **10** Point to a notebook on a student's desk. Ask *Whose notebook is this?* (It's his/hers.) Point to your own desk or other object. Ask *Whose (desk) is this?* (It's mine.) Have students look at the dialogue at the bottom of p. 6. Role-play the dialogue with a student. Hold up your own pencil as you ask. Have students repeat the question and answer.

## 11 Read and write.



me you him her



it us you them

1. John! Jenny! I have some lunch for \_\_\_\_\_.
2. Hey, Dad. Can I help \_\_\_\_\_?
3. Thanks, Jenny. Where's your brother? I can't see \_\_\_\_\_.
4. Mom is over there. Maybe he's with \_\_\_\_\_.
5. Go get \_\_\_\_\_. It's time to eat!
6. I love chicken sandwiches! Give \_\_\_\_\_ that big one!
7. Dad, we want to play soccer. Do you want to come with \_\_\_\_\_?
8. Okay, where's the ball? Oh, I see \_\_\_\_\_!

7

- Write this sentence frame on the board: *Whose \_\_\_\_\_ is this? It's \_\_\_\_\_*. Put students in pairs. Have them use the sentence frame to ask and answer questions about objects in the classroom.

## Object pronouns 11

- **11** Direct students' attention to Activity II on p. 7. Point to each picture at the top of the page. Say the word below it. Have the class repeat. For *them* and *him*, hold up Picture Cards 352 and 353. Call on a student to point to one student in the class for *him*. Call on another student to point to several students to show *them*.
- Read item I aloud. Say *John and Jenny. How many people?* (two people) Say *I'm talking to two*

*people. Point to the picture in the second row that shows this. Then ask Do we write you or them? (you) Then say John! Jenny! I have some lunch for you. Have students write the word you on the line.*

- Place students in pairs to complete the activity. First, have students identify the person or persons or thing being talked to or about in each sentence. Then, have them point to the picture on the page with the right word. Have them use the picture to complete the sentence. When groups are finished, ask different students to read a sentence aloud.

## Be the Expert

### Teaching Tip

Give students opportunities to practice sounding out words and predicting correct pronunciation. Before you play an audio track or model a word aloud, have students try to read the word aloud themselves. Call on different students. Then model pronouncing the word and have the class repeat.



## In This Unit

**Theme** This unit is about work, professions, and occupations.

### Content Objectives

- Students will
- identify and name jobs and workplaces.
  - talk about jobs they like.

### Language Objectives

- Students will
- identify and describe jobs.
  - identify where people work.
  - identify what they want to be.

### Vocabulary

**Vocabulary 1** a farmer, a vet, a scientist, a doctor, a bus driver, a police officer, a nurse, a firefighter, a chef

**Vocabulary 2** an inventor, a rock star, a movie star, an artist, a soccer player

### Grammar

**Grammar 1** use the simple present tense to discuss occupations

**Grammar 2** use the simple present tense with *want* + an infinitive

### Pacing Guides

 L3U1

**Value** Work hard.

## Unit Opener

### Objectives

- Students will
- discuss a photo.
  - identify a scientist and talk about her work.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; Picture Cards 35–36, 40–44

### Related Vocabulary

algae, mask, oxygen tank

# Unit 1 The World of Work

### Look and check.

The women are

- in a swimming pool.  
 in the ocean.

They are

- working.  
 on vacation.

8

## Introduce

- **Build background** Say *Today, I'm a scientist.* Pretend to pour a liquid into a container and act out mixing it. Then act out looking at it closely and pretend to write down what you see. Say *I look and learn. I write what I see and learn.*
- Write *scientist* on the board and say *Scientists study nature to find out things like how stars are made, what lives in the oceans, and why there are so many different kinds of animals. They learn how nature works.* Remind students what *nature* means. Show Picture Cards 35–36, 40–44 and say *Nature is our world outside, like the stars, weather, oceans, and animals. We all have many questions about nature. Scientists try to find answers.*
- Direct students' attention to the photo on pp. 8–9. Ask questions such as the following:  
*Who is in the photo?* (two women; One is in the water.)  
*Where are they?* (under the water; in the ocean)  
*What are they doing?* (looking; learning; working)



## Be the Expert

### About the Photo

The photo shows Sylvia Earle, an ocean explorer. Once chief scientist at the National Oceanic and Atmospheric Administration (NOAA), Earle has led more than 60 underwater research explorations of the ocean. In 1970, Earle led a team of all-female "aquanauts" who lived for two weeks under the sea in the capsule, or habitat, shown here. In this photo, she's holding algae for an engineer to look at.

- **Explain** Point to the woman in the water and read the caption aloud. Say *This is Sylvia Earle. Sylvia Earle is a famous scientist. She studies the ocean and animals in it.*
- Say *Look at page 8.* Read the first sentence stem aloud. Then read aloud each choice and ask *Are the women in a swimming pool? Are they in the ocean? They're in the ocean. Let's check in the ocean.* Read the second sentence stem aloud. Ask *Who can point to the scientist in the water? What is she doing?* (showing a plant to another woman) Then read each answer choice aloud and ask *Are they working? Are they on vacation?* Say *Yes, they are working. Let's check working.*
- Read each completed item aloud, then have students read it with you. Say *Being a scientist is a job. Would you like to be a scientist?*



## Vocabulary 1

### Objective

Students will

- identify and use words that name jobs.

**Vocabulary** *a farmer, a vet, a scientist, a doctor, a bus driver, a police officer, a nurse, a firefighter, a chef*

**Academic Language** *jobs, base words, word endings, suffixes*

**Resources** Workbook p. 4; Audio CD TR: 10–11; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet I.I; Picture Cards 311–312, 314–317, 319–320, 322

1 Listen and say. TR: 10

2 Listen, point, and say. TR: 11



a farmer



a vet



a scientist



a doctor



a bus driver



a police officer

10



a nurse

a firefighter

a chef

3 Work with a partner. Ask and answer.

11

## Be the Expert

### Vocabulary Strategy

**Base Words and Endings -er, -or**  
Common suffixes, or word endings, in English include *-er* and *-or*. In some cases, these word parts mean “a person who.” For example, a writer is a person who writes. A runner is a person who runs. In those examples, the suffix *-er* is added to a base word (*write*, *run*), with minor spelling changes. There are, however, many words in English that end with *-er* and do not refer to a person. These words fall into two broad categories: words that compare, such as *wider*, *larger*, *happier*, and words that name things, such as *soccer*, *butter*, *computer*. The suffix *-or* is similar to the suffix *-er*, though less common. Like *-er*, it is sometimes added to a root or to a base word, as in *sailor* and *doctor*.

### Formative Assessment

Can students

- identify and use words that name jobs?  
Hold up Picture Cards 311–312, 314–317, 319–320, 322 one at a time and ask *What job is this?*

**Review** For additional practice, direct students to Activity Worksheet I.I.

## Warm Up

- Draw a word web on the board and write *I'm good at* in the center circle. Read the phrase aloud.
- Model completing the sentence. Say *I'm good at teaching*. Then ask *What are you good at?* Ask students questions such as *Are you good at drawing?* Say *Raise your hand if you are*. Continue with other questions, such as *Are you good at singing?* *Are you good at coloring?* Write students' answers in the web.
- Say *I'm a teacher. That's my job*. Explain *A job is what a person does to earn money. Today, we'll learn words for jobs*.

## Present

- Have students open their books to pp. 10–11. Point to the photo of the farmer and say *Here's a farmer. We get many foods from a farmer*. Point to the photo of the vet and say *Here's a vet. A vet helps sick animals*. Point to the photo of the scientist and say *Here's a scientist. A scientist learns things about our world*.
- Continue pointing to each photo, reading the target words, and giving context sentences such as *A bus driver takes us to school*.

## Practice 1 2

- 1 Say *It's time to listen and say. Say each word and sentence you hear*. Model for students. Say *A farmer. He's a farmer*. Have students repeat the word and sentence. Then play TR: 10.
- 2 Say *Now it's time to listen, point, and say*. Play TR: 11. As each worker is named, have students point to the photo on pp. 10–11. Play the track again and have them say the job's name as they point.

## Apply 3

- 3 Model the sample dialogue on p. 11 with a student. Say *Now ask and answer. Pick a photo on pages 10–11. Don't tell your partner which photo you picked. Tell your partner one thing about the photo. Your partner tries to guess. Take turns*.

- Model the activity. Say *His coat is white*. Model finding the two photos with men wearing white coats. Ask *Is he a chef?* Model *No, he isn't*. Point to the intended photo and say *He's a doctor!*

## Wrap Up

- Say *Let's find out how many students like each job*. Write the target words on the board. Say *Who wants to be a farmer?* *Raise your hand*. Write the number of raised hands on the board next to *farmer*. Ask *Why do you want to be a farmer?* Model answers such as *I like animals*. Repeat with each target word.
- Circle the job that the greatest number of students like and say *Many students want to be (a vet)*. *They like (animals)*. Then call on students to say sentences about the other target words.



# Grammar 1

## Objective

- Students will
- use the simple present tense.

**Grammar** use the simple present tense to discuss occupations

**Resources** Workbook p. 5, Audio CD TR: I2; Video: Grammar I; Classroom Presentation Tool: Grammar I; Picture Cards 311–312, 314–317, 319–320, 322

**Materials** index cards

## GRAMMAR TR: 12

What **does** your father **do**?  
Where does your father work?

He's a chef.  
He **works** in a restaurant.

4 **Play a game.** Spin, ask, and answer. Play with a partner.



5 **Work with a partner.** Talk about what these people do.



12

- Write the following on the board:

Where does your father work? He works \_\_\_\_\_.  
Where does your mother work? She works \_\_\_\_\_.

- Point to the questions and say *We say "Where does (your father) work?" to ask where someone works. We answer "He works (in a restaurant)."* Put students in pairs. Have partners take turns asking and answering the questions on the board.

## Practice 4

- 4 Have students look at p. 12. Direct their attention to Activity 4. Say *Now, we'll play a game.* Show students how to use the spinner. Place a paper clip on the spinner. Hold the point of a pencil, with the eraser end up, in the end of the paper clip, in the center of the spinner. Spin the paper clip.
- Demonstrate the game with a student. Spin the spinner, look at the picture (chef), and ask the student *What does your (mother) do?* Prompt the student to look at the space and answer *She's a chef.* Hold up the spinner and point out the labels with each picture. Then ask the student *Where does she work?* Prompt the student to answer *She works in a restaurant.* Then it's the student's turn to spin and ask you questions.
- Form pairs. Say *Now it's your turn to play the game!*
  - ✓ Walk around the room as students play. If students have difficulty, review the Grammar box on p. 12 with students.

## Apply 5

- 5 Point to Activity 5 on p. 12. Have students look at the photos. Say *Let's talk about one of the photos.* Point to one and ask a student *What does she do?* Have the student answer "She's a (vet)." Say *Yes. She's a vet. What do vets do? Vets work with animals. People bring their pets to vets when they are sick.*
- Form new pairs and have students take turns picking a photo and talking about what the person in the photo does.

## Wrap Up

- Form small groups. Say *One student asks another student "What does your father do?" The student answers, then asks the next student the same question about a different family member. Take turns until everyone asks and answers a question.* Then have students share their dialogues with the class.

# Be the Expert

## Grammar in Depth

The simple present tense is used to express general statements of fact and general truths. It is also used to express habitual or everyday activities. When someone asks about another person's job, the simple present tense is used. The expressions *What do you do?* *What does she do?* and *Where does she work?* all use verbs in the simple present tense to express habitual, or everyday, activities.

## Teaching Tip

It's important to give all students an opportunity to speak in class. When you ask questions, remember to not always call on the most eager or fluent student. Call on many different students. Try to give everyone an opportunity to participate in class.

## Warm Up

- Write these questions on the board as you say them aloud: *What do you like? What do you do?*
- Say *We ask questions when we want to know something.* Ask *What do you like?* Accept all answers, such as *I like animals* or *I like to swim.*
- **Build background** Circle *What do you do?* on the board and say *We ask this question to find out about someone's job. It means "What work do you do? What is your job?"* Have a student ask you *What do you do?* Point to yourself and answer *I teach in a school. I'm a teacher.*

## Present

- Have students turn to p. 12. Point to the Grammar box. Read the first question aloud.
  - Have students repeat the question as you point to it. Then hold up the Picture Card for a chef and say *He's a chef.* Write the following on the board:
- What does your father do? He's a \_\_\_\_\_.  
What does your mother do? She's a \_\_\_\_\_.
- Point to the questions and say *We ask "What does your (father) do?" to ask about someone's job.* Point to the sentences and say *We answer "He's (a bus driver)" or "She's (a firefighter)."*
  - Point to the Grammar box on p. 12. Read the sentences or play **TR: 12.**

## Vocabulary 2

### Objective

- Students will
- identify and name jobs.

**Vocabulary** *an inventor, a rock star, a movie star, an artist, a soccer player*

**Content Vocabulary** *action, job*

**Resources** Workbook p. 6; Audio CD TR: 13–14; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet I.2; Picture Cards 311–312, 314–317, 319–320, 322–327

### 6 Listen and say. Look and write. TR: 13



an inventor



a rock star



a movie star



an artist



a soccer player

1. This person plays a sport. She's a soccer player.
2. This person draws and paints pictures. \_\_\_\_\_
3. This person sings to lots of people. \_\_\_\_\_
4. This person makes new things. \_\_\_\_\_
5. This person is in the movies. \_\_\_\_\_

### 7 Listen and stick. TR: 14

1

2

3

4

5

13

### Practice 6 7

- **6** Say *Now listen and say.* Play TR: 13 and have students listen and repeat each target word.
- Point to items 1–5 below the photos. Say *Read each sentence. Find the photo that matches it. Write the job.* Model completing item 1. Point to item 1 and read the sentence aloud. Say *A sport is an activity that's a game. Who's playing a game?* Point to the photo of the soccer player. *She's playing soccer. I write She's a soccer player.* Have students complete the rest of the activity independently. Then play TR: 13 for students to check their answers.
- **7** Say *It's time for stickers!* Help students find the stickers at the back of the book. Identify the image on each sticker with students. Then play number 1 on TR: 14. Say *I listen. I hear music. I hear a rock song. People like it. What sticker is it? (a rock star) Say Yes! I put the rock star sticker on number 1. You do the rest.* Play the remainder of TR: 14.

### Apply

- Put students in pairs. Write the following on the board:

Who \_\_\_\_\_?      Who makes new things?

- Direct students' attention to the photos on p. 13 and say *Look at the photos.* Point to the *Who* question frame on the board and say *Ask a Who question. Your partner answers. Take turns.* Model the activity. Ask *Who makes new things?* Model the answer. *An inventor makes new things.*
- Give pairs five minutes to ask and answer questions about the photos. Then call on students to ask the class questions. Remind the class to answer using complete sentences.

### Wrap Up

- Write the following on the board:

An artist	runs fast.
An inventor	is in movies.
A movie star	plays in a band.
A rock star	makes new things.
A soccer player	draws and paints.

- Place students in small groups. Say *Match a job to an action.* After group discussions, ask students from each group to come to the board and draw a line to match one job to an action. Then have them join the words in each column to form sentences. Model with *A soccer player runs fast.*

## Be the Expert

### Teaching Tip

**Classroom Management** Because only one person is actively participating when a single student is writing on the board, other students may stop paying attention. To help them stay focused, call on students randomly to say one thing they learned so far in the lesson, or to summarize what the previous student did at the board.

## Warm Up

- **Activate prior knowledge** Put students in three groups. Give each group four cards from Picture Cards 311–312, 314–317, 319–320, 322. Say *Look at your cards. Talk about each job. Then I name a job. You show me the card and tell me about it.* Give students a few minutes to discuss their cards.
- Say one of the jobs from pp. 10–11. Ask *Who has the (chef) card? Stand up.* Say *Tell me about the job.* Continue with the other target words.

## Present

- Hold up the Picture Card for *an artist* and read the target word. Say *An artist colors, draws, and paints. An artist makes beautiful pictures.* Hold up the Picture Card for *an inventor* and say *An inventor. An inventor makes new things.* Show the Picture

Card for *a movie star* and say *A movie star. A movie star is in movies.* Hold up the Picture Card for *a rock star* and read the target word. Say *We know the word singer. Some singers are rock stars. We listen to their songs.* Hold up the Picture Card for *a soccer player* and say *A soccer player. She helps win games.*

- Say *Open your books to page 13. Look at the photos of people.* Point to each photo and say the occupation. Have students repeat.
- Ask questions such as *Who kicks a ball?* (a soccer player) *Who has a paintbrush?* (an artist) *Who's singing?* (a rock star) *Who's wearing a long white dress?* (a movie star) *Who's working on something new?* (an inventor) ✓ Point to a photo on p. 13 and ask *What job is this?* If students have difficulty, help them read the label that identifies the job.

### Formative Assessment

Can students

- *identify and name jobs?*  
Hold up Picture Cards 323–327 for students to identify.

**Review** For additional practice, direct students to Activity Worksheet I.2.



## Grammar 2

### Objective

Students will

- use the simple present tense with *want* + an infinitive.

**Grammar** use the simple present tense with *want* + an infinitive

**Academic Language** *usually*

**Resources** Workbook pp. 7–8; Audio CD TR: 15; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet I.3; Picture Cards 311–312, 314–317, 319–320, 322–327

**Materials** scissors; tape; glue; index cards

### GRAMMAR TR: 15

What **do** you **want to be** one day?  
What **does** your brother **want to be**?

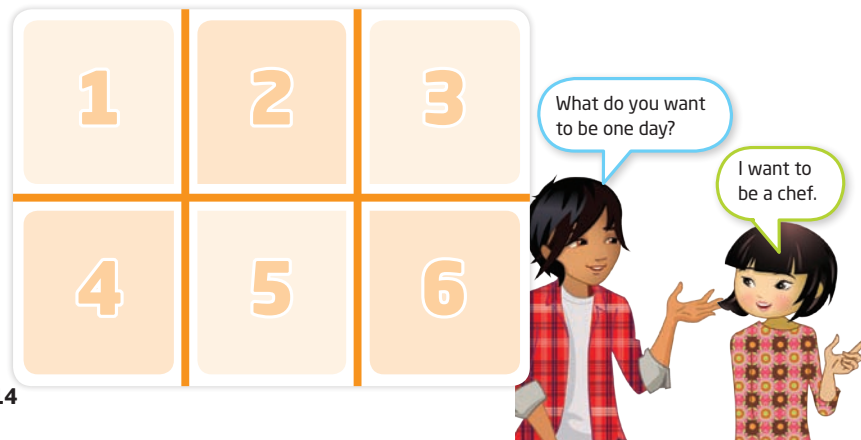
I **want to be** a movie star.  
He **wants to be** a doctor.

### 8 Read and write.

1. She loves animals. What does she want to be?  
\_\_\_\_\_
2. She plays guitar in a band. What does she want to be?  
\_\_\_\_\_
3. She likes cooking. What does she want to be?  
\_\_\_\_\_
4. He loves to draw and paint. What does he want to be?  
\_\_\_\_\_

### 9 Play a game.

Cut out the cube and the cards on page 97.  
Play in groups of six.



14

- Model answering each completed question: (*I want/She wants/He wants*) *to be* (*an inventor*). If students have difficulty thinking of occupations, have them use the Unit Picture Cards.

- Form pairs. Have pairs use the sentence parts to ask and answer questions. ✓ Ask *What do you want to be one day?* Remind students to answer in complete sentences. If students have difficulty, play TR: 15 again.

### Practice 8

- 8 Say *It's time to read and write*. Point to Activity 8. Model doing the first item. Say *Look at item 1. She loves animals. What does she want to be? Let's think*. Allow time for students to answer, and then say *Vets work with animals. I think she wants to be a vet*. Show students where to write the first answer. Have them complete the remaining items on their own.

### Apply 9

- Form groups of six, making sure each group has scissors, glue, and tape. Model finding and cutting out, all in one piece, the boxes with words on p. 97. Show how to fold the boxes and tape them to make a cube. Because groups need only one cube, have them cut out just one. Then have each member of the group cut out the eight photo cards.
- 9 Read the dialogue, first to the class and then with another student. Model the game. Say *I roll the cube. It says "your brother." I look at my cards. Then I say "My brother wants to be a chef one day." I glue the picture of the chef on number 1. Model gluing the card with the picture of the chef on the first space in the grid on p. 14. Say *The next person takes a turn*. Have students complete the activity.*

### Wrap Up

- Put students in pairs. Say *Ask your partner "What do you want to be one day?" Your partner answers and says why*. Model the activity. Ask *What do you want to be one day?* Model the answer *I want to be an artist. I like to draw*. Give pairs five minutes to ask and answer the question. Then have pairs tell the class what their partner wants to be one day and why.

## Be the Expert

### Grammar in Depth

In sentences such as *She wants to be a chef*, the verb *wants*, in the simple present tense, is followed by the infinitive *to be*. Make sure students avoid split infinitives, or the introduction of a word between *to* and the verb. For example, instead of saying *I want to really be a vet*, students should keep the infinitive together and say *I really want to be a vet*.

When changing a positive sentence like *She wants to be a vet*, to a negative sentence, the verb *wants* becomes *want*: *She doesn't want to be a vet*. The infinitive remains the same.

### Teaching Tip

**Grouping** When students work in groups, assign specific tasks to individual students to make sure everyone is working. For example, one student can be the recorder and write the group's ideas. Another student can be the reader, in charge of reading questions aloud or of reading sections of a text to the group. Another student can be the captain, who makes sure everyone does her job. Rotate the tasks from activity to activity, so students get to perform different tasks.

### Warm Up

- **Activate prior knowledge** Write the following two sets of sentences on the board as you say each one. Have students complete the last sentence in each set and then repeat all the sentences with you.

She likes to draw. She likes to paint. She's an \_\_\_\_\_ (artist)

He likes food. He likes to cook. He's a \_\_\_\_\_ (chef)

- Repeat the activity with other jobs students learned. If students have difficulty naming the job, hold up the target Picture Card as you say each set of sentences.

### Present

- Have students open their books to p. 14. Point to the Grammar box at the top of the page and say *Let's listen*. Play TR: 15.

- Write these sentence parts on the board:

What do you want to be one day?  
does she want  
does he want

- Say *Let's make questions*. Point to each sentence part in order as you say it. Then have students say the completed questions with you.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** a doctor, a farmer, a chef

**Vocabulary 2** a rock star

#### Grammar

**Grammar 1** use the simple present tense to discuss occupations

**Grammar 2** use the simple present tense with *want* + an infinitive

**Resources** Workbook p. 9; Audio CD TR: 16; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet I.4; Picture Cards 312–315, 321, 326

#### Related Vocabulary

microphone, stethoscope

### The Sounds of English

**Resources** Workbook p. 9; Audio CD TR: 17; Classroom Presentation Tool: The Sounds of English; Picture Cards 47, 54, 58, 117, 152, 307, 315, 316; The Sounds of English Card 10

10 Listen. Read and sing. TR: 16

## Work

What does your father do?  
What does your mother do?  
What does your brother do?  
What do they do?



### THE SOUNDS OF ENGLISH TR: 17

farmer

#### 11 Listen and say.

- |           |             |
|-----------|-------------|
| 1. farmer | firefighter |
| 2. father | fish        |
| 3. sofa   | chef        |

## Use the Song 10

- **Build background** Say *We'll listen to a song. My job is in the song.* Ask *What's my job? What do I do?* (teach) Say *Yes, I'm a teacher. I teach.* Have students repeat the sentences.
- **Predict** Say *Let's guess what other jobs are in the song.* Brainstorm a list of jobs on the board with students. Then have students open their books to p. 15. Draw students' attention to the woman in the picture and ask *What job does she do?* Say *That's right. She's a doctor, or a nurse, or maybe a vet. Let's see if we have those jobs on our list.* Check them off or add them to the list on the board if they are not already there.
- **10** Say *Now let's hear a song that asks what jobs people do.* Play the first verse of **TR: 16** as students follow along in their books. Play the verse again and have students sing along with you.
- Put students in four groups and assign each group one line of the first verse. Choose one student in each group to stand and answer the question. Play the first line and model with a student. Sing *"What does your father do?"* Stop the song and have the student answer with any one of the jobs on the board: "He's a (firefighter)."
- Say *Now let's all sing our parts!* Play the first line of **TR: 16**, pointing to the first group to sing along with the question. Then stop the song and have the one student stand up and answer with

a job from the board. Repeat with each of the next three lines. After the last group sings the fourth line of the verse, have the designated student stand up and answer "They work!"

## Extend

- Play the whole song on **TR: 16**. Have students follow along in their books and sing with you. Pause for each target word (*doctor, rock star, farmer, chef*) and have students sing the word.
- Put students into groups of three. Write *I want to be a \_\_\_\_\_!* on the board. Have each group member complete a frame with a job they learned about. Then have groups take turns singing the last verse of the song, substituting the sentences they wrote.

## The Sounds of English: /f/ as in farmer 11

- **11** Hold up the Picture Card for *farmer*. Ask *What word is this?* When students answer, say *That's right. It's farmer.* Say *farmer* again, emphasizing the sound of *f* in the first syllable as you write the word on the board. Say *Now let's listen to other words like farmer.* Play **TR: 17** once while students just listen. Then say *Let's listen and say.* Play **TR: 17** again and have students repeat the words.
- For more practice, have students look at pictures, listen, and raise their hands when they hear /f/ as in *farmer*. Display Picture Cards or other pictures that contain the target sound (*flower, father, sofa, foot, fish, frog, farmer, firefighter, chef*) and some that don't.
- Say *Look and listen. Raise your hand if you hear /f/ as in farmer.* Hold up a card or picture and say the word. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

## Be the Expert

### Teaching Tip

Help students transition between lessons. When a lesson is over, have students write one thing they learned and one question they have. Tell students that these cards are their "tickets" to the next lesson or activity. When students have handed in their cards, they may move on to whatever comes next in the schedule. The cards can give you information about how well students understand the lesson they just completed.

### The Sounds of English Cards

You can use The Sounds of English Card 10 to teach the /f/ sound. Audio for this card is available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet I.4.



## Reading

### Objectives

- Students will
- tell about a photographer's work.
- summarize a text.

### Reading Strategy

 Summarize

### Academic Language

 summarize, text

### Content Vocabulary

 adventure, life, photograph, photographer, places, scary, takes photographs (takes photos), travels

**Resources** Workbook pp. 10–11; Audio CD TR: 18; Classroom Presentation Tool: Reading; Teacher's Resource CD-ROM: Graphic Organizers (Word web); Picture Cards 40, 298, 314

**Materials** phone with camera (optional)

### Related Vocabulary

waterfall

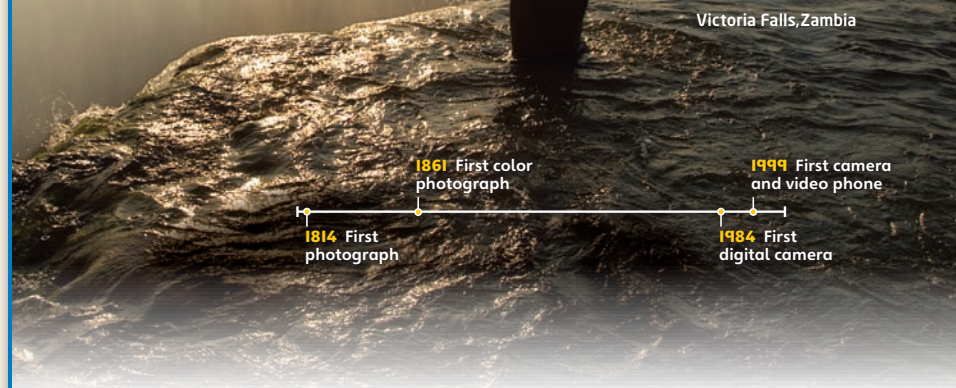
## 12 Listen and read. TR: 18

# Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

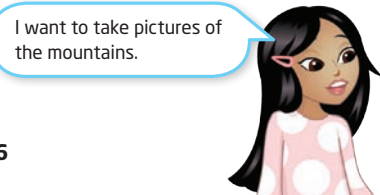


The first photo of a person is from Paris in 1838.



## 13 Work with a partner. Talk. Today you are a photographer. What do you want to photograph?

I want to take pictures of the mountains.



I want to take a picture of my family.



16

## Warm Up

- **Preteach** Say *Today we're going to read about a job. The job is photographer.* Act out taking a photograph and say *A photographer is someone who takes photos.* Say *Photograph is another way of saying photo. Both words mean the same thing.*
- Show the Picture Card for *a doctor* and say *Some photos show people.* Show the Picture Card for *a river* and say *Some photos show places.* Show the Picture Card for *a lion* and say *Some photos show animals.* Say *A photographer takes photos of people, places, and animals.* Have students repeat the last sentence.

## Present 12

- **12 Read together** Say *Now let's read about a photographer. Her name is Annie Griffiths.*

Play **TR: 18** and have students listen. Play the track a second time. Have students open their books to p. 16 and read along with you.

- Pause at the ends of sentences to check comprehension. Ask questions such as these:
  - Sentence 1:** *What job does Annie Griffiths have?* (photographer)
  - Sentence 2:** *Where does Annie work?* (all over the world)
  - Sentences 3 and 4:** *What does Annie do?* (She takes photos of people and animals.)
- **Graphic literacy** Point out the time line on p. 16. Say *This a time line. A time line tells about the past and now.* Say *Look at the date 1814. What does it say next to it?* Say *The first photo was taken*

*200 years ago!* Then ask *What is the last date on the time line?* (1999) *What happened in 1999?* (first camera and video phone) Ask *When was the first digital camera made?* (1984) If students have difficulty, review the time line again.

## Practice

- Play **TR: 18** again as students follow along in their books. Then draw a simple word web on the board. Say *When we summarize, we tell the important parts of a text. A word web helps us remember what we read so we can tell other people about it.*
- In the center circle, write *Who*. In the three outer circles, write *What, Where, Why*. Point to the center circle and ask *Who is the Reading about?* Write *Annie Griffiths, Photographer* in the circle. Point to each of the other three circles in turn and have students help you fill them in. (What: takes pictures of people and animals; Where: all over the world; Why: to tell stories)
- Put students in pairs and have them copy the word web. Point to the center circle on the board and say *Talk about Annie*. Then point to the other circles and say *Each circle tells something about Annie*. Model by pointing to the circle that says *What*. Say *One partner says what Annie does. The other partner uses another circle to tell something else about Annie*. Say *Take turns. Talk about all the circles.*

## Apply 13

- **13** Say *Let's read what the mascots are saying.* Model the dialogue at the bottom of p. 16 with a student. Then form pairs and have students practice the dialogue.
- Write the following on the board:

I want to take pictures of \_\_\_\_\_.  
I want to take a picture of \_\_\_\_\_.

- Read aloud the sentence frames. Then say *You're all photographers.* Point to the sentence frames and say *Tell your partner about the photos you want to take. Take turns.*

## Wrap Up

- Put students in groups of four and give each group one index card. Say *Each of you writes one thing on the card that you learned about Annie Griffiths and her job. Take turns writing.*
- Give students five minutes to write what they learned. After students practice reading aloud the group's card, have someone from each group read the group's card to the class.

## Be the Expert

### About the Photo

This photograph, taken by Annie Griffiths, shows a person bathing at the top of Victoria Falls in Zambia in southern Africa. This famous waterfall is among the biggest and most beautiful on the planet. The falls produce mist that can be seen more than 20 km (12 mi) away. The name of the falls in the language native to the area is *Mosi-oa Tunya*, which means "the smoke that thunders."

### Our World in Context

Not all photographers travel. Some take photos of people at local events, such as graduations, weddings, and parties. Others work with scientists and use microscopes to take photographs of minute objects. Some photographers help make movies. Commercial photographers work for advertising agencies, taking photographs of products for advertisements.

Photojournalists are reporters who capture current events for news media through photography.

### Reading Strategy

**Summarize** Summarizing is retelling the most important ideas in a passage in one's own words. Summarizing answers the question "What are the most important ideas the author wants me to learn from this text?" A summary usually answers the questions *who, what, when, where, why, and how*. Simpler texts may answer only a few of these questions. Summarizing helps students check their understanding and remember a text.

### Formative Assessment

Can students

- tell about a photographer's work?  
Ask *What does a photographer do?*
- summarize a text?  
Have students use their word webs to tell you about Annie Griffiths's job. (Annie takes photographs of people and animals.)



## Value

**Value** Work hard.

### Objectives

Students will

- read a sentence about work.
- talk and write about how they work hard.

**Resources** Values Poster

### Related Vocabulary

basket



17

## Value

- Draw a word web on the board and write *Work hard* in the center circle. Say *We work hard at school.* Give some examples. Use *reading, listening, and learning new words.* Write the examples in the other circles in the web.
- Have students look at the photo on p. 17. Ask *What do you see?* (a woman with a basket picking leaves) Say *She's working.* Say *She has a basket with tea leaves. She works hard.*
- Read the photo caption at the bottom of the page aloud. Then read the question above it.
- Form groups of three. Ask *How do you work hard?* Say *Think about how you work hard at school and at home. Talk about it.* Have students discuss the question together. Walk around and listen to students' discussions. If students have trouble getting started, provide this opener. *I work hard. I \_\_\_\_\_.*

## Give the Unit Quiz

- Hand out the Unit I Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to the pictures in Section I on page 100. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR:AB28.** *He's a doctor.* When students have written a letter, ask *What letter did you write?* When students respond with the letter *A*, begin the quiz. Say *Let's begin.* Play the rest of **TR:AB28.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the questions. Use *do* or *does*.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing words to complete the sentence you hear.* Play **TR:AB29.** *What does your aunt do?* When students have completed the sentence, say *What sentence did you write?* Begin the quiz when students respond with *What does your aunt do?* Say *Let's begin.* Play the rest of **TR:AB29.**
- **Speaking instructions** Point to the images at the top of p. 123. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Ask *What does he do?* Point to the doctor. Say *He's a doctor.*
- See page 129 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 100–101, 123, 129, 132, 136; Assessment Book Audio CD TR: AB28, AB29

## Be the Expert

### Testing Tip

#### Make testing a part of learning

Make testing part of the overall instructional program. For example, create review sheets and study guides that students can use to prepare for tests. Have a positive attitude toward testing and test scores to help students approach testing situations with constructive feelings.

### Assess Unit Objectives

Ask questions such as the following:

- *What do people in your family do?*
- *Where does a chef work?*
- *What do you want to be one day?*

**Project** For a theme-related closing activity, direct students to the Unit I Project Worksheet.



## Video

**Vocabulary 1** a bus driver, a chef, a doctor, a farmer, a firefighter, a scientist, a nurse

**Vocabulary 2** a soccer player, an artist, a rock star, an inventor, a movie star

**Grammar 1** use the simple present tense to discuss occupations

**Grammar 2** use the simple present tense with *want* + an infinitive

**Song** *Work*

**Viewing** jobs people do

**Story Time** *What Jobs Do They Do?*

**Resources** Student Book pp. 8–14; Teacher’s Resource CD-ROM: Graphic Organizers (T-chart, Two-column chart); Picture Cards 311–312, 314–317, 319–320, 322–327

### Before You Watch

- Say *We’ll see a video about jobs.* Have students predict what they will see. *What jobs do you think are in the video?* Have students name the jobs they have studied in the unit. If they have difficulty, review the unit Picture Cards.

### While You Watch

- Write all the unit target words on the board. Have students copy the list and make a check mark for each word they hear in the video. Pause the video as necessary to allow students to check off words they hear.

### After You Watch

- Ask *What words did you check?* Ask questions about what students saw. Then play several scenes with the audio off and have students use their lists to describe what they see in the video.



### Zoom In

#### Vocabulary

- Pause after each vocabulary segment. Ask *What jobs did you hear? Do you want to be a (doctor)? Why?*

#### Grammar

- Stop the video after the animation with the elephant. Ask *What does the elephant want to be?*

#### Song

- Say *One part of the song is “I want to do it all.” What does “do it all” mean?* (It means do a lot of different jobs.) Have students write *I want to do it all* and then write sentences about three jobs, using *I want to*.

#### Viewing

- Give T-charts to students and draw one on the board with the headings **Jobs** and **Actions**. Under **Jobs**, write *soccer player, firefighter, farmer, chef, doctor*. Under **Actions**, write *feeding sheep, making cookies, kicking a ball, helping a child, putting out a fire*. Have students match each worker with the action in the video and then form a sentence using this frame: *The \_\_\_\_\_ is \_\_\_\_\_.*

#### Story Time

- View Story Time and say *Let’s look at the jobs in the story.* Make a Two-column chart with the headings **Job** and **Does**. Work with students to fill it in. Then have students use the completed chart to talk about how some of the jobs are alike.
- View *What Jobs Do They Do?* again. Ask questions such as *Who keeps animals healthy?* (vet) *Who keeps people healthy?* (doctor) *Who works with food?* (chef) *Name jobs that help people.* (doctor, firefighter, nurse)

### What Jobs Do They Do?

Every day while you’re at school, other people work. Read clues about some of the jobs people do. Can you guess each job?



### Before You Read

- **Predict** Hold up the book so that students can see the cover. Have a student read the title. Point to the objects on the cover and ask *What do you see?* (something a nurse or doctor listens with, a dog, a firefighter’s hat, food) Say *The pictures tell us about this book. What jobs do the pictures tell about?* (doctor/nurse, vet, firefighter, chef)
- **Introduce the strategy** Say *Let’s look at page 3.* Ask *What do you see?* (a dog, a cat, an X-ray) Say *The photos help us understand the words.* Hand out Two-column charts to students and draw one on the board with the headings **Pictures** and **Job**. Say *As we read, we’re going to stop to list the photos and tell what job they show.*

### While You Read

- Read the book aloud to students. Stop after every few pages to ask questions that focus on using the photos to understand the text. Have students complete their Two-column charts as you read through the text.
  - p. 4 *What does the photo show?* Model an answer. *The photo shows a vet looking at a dog’s ears. The words say a vet helps take care of animals. The photo helps me understand the words. It shows me one way a vet cares for animals.*
  - p. 7 *What job do the photos show?*
  - p. 9 *What do the photos tell you about the job of a doctor?*

### After You Read

- Form pairs. Have students take turns pointing to and identifying the photos on pp. 3, 5, 7, and 9 and asking and answering *What does this person do?*

## Unit 1 Reader

**Text Type** informational text

**Vocabulary** a vet, a chef, a firefighter, a doctor

**Content Vocabulary** stethoscope

**Grammar** use the simple present to discuss occupations

**Reading Strategy** Using Visuals to Support Comprehension

**Resources** Classroom Presentation Tool: Story Time; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart); Picture Cards 311–312, 314–317, 319–320, 322–327

## Be the Expert

### Reading Strategy

**Using Visuals to Support Comprehension** Encourage students to use visuals before, during, and after they read. Before they read, students can preview visuals and use them to predict and to activate prior knowledge. While reading, students can use visuals both to help learn new words and to confirm the meaning of known words. After reading, students can use visuals to summarize, or as aids to summarizing. Students can also use them to locate and review specific information.

### Text Background

Informational texts take many forms. This book has a pattern that repeats similar clues with questions. The reader finds the answers in words, photos, and labels. The text also uses the same rhyme pattern (*abcb*) throughout, giving a sing-song repetition to the text.

### Teaching Tip

Model pausing at punctuation marks while reading aloud. Pause briefly for commas. Pause a little longer for periods. Then have partners take turns reading passages aloud to each other, pausing appropriately for commas and periods.

## Audio Script

### Student Book

#### TR: 10 1 Listen and say.

a farmer	He's a farmer.
a vet	She's a vet.
a scientist	She's a scientist.
a doctor	He's a doctor.
a bus driver	He's a bus driver.
a police officer	He's a police officer.
a nurse	She's a nurse.
a firefighter	He's a firefighter.
a chef	He's a chef.

#### TR: 11 2 Listen, point, and say.

a police officer; a doctor; a chef; a bus driver; a farmer; a firefighter; a scientist; a nurse; a vet

#### TR: 12 Grammar

What does your father do? He's a chef.  
Where does your father work? He works in a restaurant.

#### TR: 13 6 Listen and say.

an inventor	He's an inventor.
a rock star	She's a rock star.
a movie star	She's a movie star.
an artist	He's an artist.
a soccer player	She's a soccer player.

#### TR: 14 7 Listen and stick.

3. What a great movie!
4. I love these paintings!

#### TR: 15 Grammar

What do you want to be one day? I want to be a movie star.  
What does your brother want to be? He wants to be a doctor.

#### TR: 16 10 Listen. Read and sing.

Note: Lyrics for the song *Work* are on Student Book p. 93.

#### TR: 17 11 The Sounds of English /f/ farmer Listen and say.

1. farmer; firefighter 2. father; fish 3. sofa; chef

## Answer Key

### Student Book

**Unit Opener** SB p. 8  
in the ocean, working

#### 6 SB p. 13

1. She's a soccer player 2. He's an artist 3. She's a rock star 4. He's an inventor 5. She's a movie star

#### 7 SB p. 13

1. a rock star 2. a soccer player 3. a movie star  
4. woman touching a painting 5. a scientist / an inventor

#### TR: 18 Listen and read.

##### Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work.  
She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

### Workbook

#### TR: 4 Unit I. 5 Listen and write.

Adult: What does your brother want to be?  
Boy: He wants to be an artist.  
A: What do your sisters want to be?  
B: They want to be inventors.  
A: What do you want to be one day?  
B: I want to be a rock star.

#### TR: 5 9 Listen and read. Can you say these fast?

1. My father's a fine fast firefighter.
2. Susie Silver sings seven sad songs.
3. The bus driver drives a big brown bus.

#### TR: 6 10 Listen to the song. Write new verses. Use words from the box.

Note: Lyrics for the song *Work* are on Student Book p. 93.

#### TR: 7 11 Listen. Which words have *f* that sounds like the *f* in *farmer*? Check the boxes.

1. fish; fish 2. vet; vet 3. chef; chef 4. firefighter; firefighter 5. giraffe; giraffe

#### TR: 8 13 Listen and read.

##### The Dog Whisperer

Cesar Millan helps dogs. Some dogs have problems. They are angry or scared. Some dogs bite. People call Cesar Millan the "Dog Whisperer" because he teaches bad dogs how to be good.  
Cesar knows what dogs like and need. Dogs need a leader. They need to have rules. Dogs need exercise, too. Cesar likes to run with the dogs.  
The dog is Cesar's favorite animal. Cesar loves his job!

#### 8 SB p. 14

1. She wants to be a vet 2. She wants to be a rock star 3. She wants to be a chef 4. He wants to be an artist.

### Workbook

Go to pp. 205–206 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about food.

### Content Objective

- Students will
- learn about different kinds of foods.

### Language Objectives

- Students will
- talk about foods.
  - say what they like to eat.
  - ask politely for things.

### Vocabulary

**Vocabulary 1** *tomatoes, corn, bread, potatoes, mangoes, ice cream, noodles, beans, meat*

**Vocabulary 2** *snacks, grapes, chips, yogurt, nuts, cheese*

### Grammar

**Grammar 1** use *any* in questions and negative responses

**Grammar 2** make and respond to polite requests with *may*

### Pacing Guides

 L3U2

**Value** Eat good food.

## Unit Opener

### Objectives

- Students will
- discuss a photo.
  - complete sentences to describe a photo.

**Resources** Video: Introduction, Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster, Picture Cards I29–I30, I32–I35, I37, I39–I40

### Related Vocabulary

*fork, gecko, lizard, plate, tongue*

## Unit 2

# Let's Eat!

### Look and circle.

This animal is    small.    big.

It is    drinking.    eating.

Gecko, Hawaii

18

## Introduce

- **Activate prior knowledge** Say *Our next unit is "Let's Eat!" I think it's fun to eat. Do you? I like to eat.* Hold up Picture Card I29 (*apple*). Ask *What is this?* (an apple) *Who likes apples? Raise your hand.* Repeat the question with Picture Cards I30, I32–I35, I37, I39–I40. If the majority of students like a food, put the Picture Card for it in a separate pile.
- After you review all the cards, show the Picture Cards for the foods that most students liked, one at a time. Say *Most students like (a cookie).* Then have students repeat the sentence with the foods shown in the rest of the cards in the pile.
- Say *Open your books to pages 18 and 19.* Ask questions to encourage discussion of the photo.
  - What do you see?* (an animal/a lizard, a fork, some food, a plate)
  - What colors?* (green, red, blue, black, white, brown)
  - Look for something green. What's green?* (the animal/lizard)
  - Look for something blue. What's blue?* (around the eyes)



19

## Be the Expert

### About the Photo

The photo was taken at an outdoor restaurant in Hawaii, a U.S. state made up of a group of islands in the Pacific Ocean. The animal is a gecko, a type of lizard that usually feeds on insects.

There are about 1,000 different species of gecko. They live in warm areas across most of the world. Nearly all geckos are small. A gecko's most distinctive feature is the sticky pads on its feet. These pads help geckos climb walls and cliffs—and even scamper upside down across ceilings. Another distinctive feature is the gecko's tail: if the tail breaks off, a new one may grow in its place.

### Teaching Tip

The best way to get students to speak in class is to create a risk-free environment. Help students understand that mistakes are not only accepted, but also expected. At the start of each unit, let students know that the important thing is to start using new words and expressions, even if they don't use them correctly at first.

Explain that everyone is there to practice and learn—which always involves making errors. By reinforcing this message, you'll see students become more willing to take chances and thus improve their ability to learn.

- Indicate the fork, and act out eating with a fork. Point to the fork in the photo. Say *This a fork. Someone used the fork to eat. Then the person left. Now this gecko* (point to the gecko) *is having fun. Look at its red tongue!*
- Guide students through the activity on p. 18. Read the directions in bold type. Then read the first item and each answer choice. Ask *Is this animal big?* Say *Look at the gecko. Is it big?* Have a student answer. (No, it's not big. It's small.) Have students circle *small* in their books. Continue with the next statement. Encourage students to answer the question.



## Vocabulary 1

### Objective

- Students will
- identify and name foods.

**Vocabulary** *tomatoes, corn, bread, potatoes, mangoes, ice cream, noodles, beans, meat*

**Academic Language** *clue*

**Resources** Workbook p. 12; Audio CD TR: 19–20; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Teacher's Resource CD-ROM: Activity Worksheet 2.1; Picture Cards 328–329, 331, 333–336, 339–340

**Materials** photos of a fruit tree, a beef cow and a dairy cow, and a vegetable garden (*optional*); sock or stick puppet

**Related Vocabulary**

*fruit*

1 Listen and say. TR: 19

2 Listen, point, and say. TR: 20



tomatoes



bread



potatoes



corn

20



mangoes



noodles



ice cream



beans



meat

3 Work with a partner. Point. Ask and answer.

Do you like apples and mangoes?

I like apples, but I don't like mangoes.



21

## Be the Expert

### Our World in Context

Corn, or maize, is native to the Americas. It has been an important part of many cultures in North and South America for thousands of years. Tomatoes and potatoes also originated in the Americas and were introduced to Europe by early explorers. The mango is native to eastern Asia. The carrot originally grew in what is now Afghanistan. Today, these foods are available across the globe.

### Formative Assessment

Can students

- identify and name foods?

Display a Picture Card with the word obscured and ask *What is this food?*

**Review** For additional practice, direct students to Activity Worksheet 2.1.

## Warm Up

- **Build background** Say *We get food from many different places. Some food grows on trees.* Point to a photo of a fruit tree, and hold up the card for *mangoes*. *Some food comes from animals.* Point to photos of beef and dairy cows, and hold up the cards for *meat* and *ice cream*. *And some food comes from plants that grow in the ground.* Point to a photo of a vegetable garden, and hold up the Picture Cards for *tomato* and *potato*.

## Present

- Say *Open your books to pages 20 and 21.* Point to the photo of tomatoes and say *Tomatoes. What color are tomatoes?* (red) *I like tomatoes. I eat tomatoes in a sandwich. Do you like tomatoes?*

- Point to the photo of bread and say *Bread. I eat bread with breakfast, lunch, and dinner! Do you?* Point to the photo of meat and say *Meat. Meat comes from cows. We cook meat to eat it.*

- Continue pointing to the photos of foods on pp. 20–21. Describe the foods, give examples of how we eat them, and ask students questions about them.

## Practice 1 2

- 1 Hold up the book, showing students pp. 20–21. Say *Listen*. Play TR: 19. Point to the food when you hear its name. Tell students *Now listen and say the words*. Play TR: 19 again. Be sure students are saying the words correctly. Some students may have

difficulty pronouncing *noodles* and the /kr/ sound in *ice cream*. Ask them to watch as you model saying the words.

- 2 Say *Now listen. Then point and say*. Play TR: 20. Help students follow the order of the words by pointing as the foods are named.

## Apply 3

- 3 **Model** Use a stick or sock puppet. Point to the Picture Card for *corn*. Ask the puppet *Do you like corn?* Have the puppet say *I like corn!* Have students repeat. Show the Picture Card for *beans*. This time, have the puppet say *I don't like beans*. Have students repeat.

- Model the dialogue at the bottom of p. 21 with the puppet. Then write on the board and say *I like apples, but I don't like mangoes*. Underline *but*. Explain *We use but to show differences between things. The puppet doesn't feel the same way about the two foods.*

## Wrap Up

- Distribute Picture Cards to students so that each student, or pair of students, has a card. Go around the room. Call on students or partners to display their cards and ask the class *Do you like \_\_\_\_\_?*
- Have students who like a food stand up and together say *I like \_\_\_\_\_!* Continue until everyone has had a turn.



## Grammar 1

### Objective

Students will

- use *any* in questions and negative responses.

**Grammar** use *any* in questions and negative responses

**Academic Language** *answer, question*

**Resources** Workbook p. 13, Audio CD TR: 21; Video: Grammar 1; Classroom Presentation Tool: Grammar 1; Picture Cards 328–329, 331, 333–336, 339–340

**Materials** tray or plate with examples of real or plastic vegetables, such as tomatoes and potatoes

### GRAMMAR TR: 21

Are there **any** tomatoes?  
Are there **any** potatoes?  
Is there **any** bread?  
Is there **any** milk?

No, there aren't **any** tomatoes.  
Yes, there are.  
No, there isn't **any** bread.  
Yes, there is.

- 4 **Play a game.** What's the same? Play with a partner.



Is there any milk?



No, there isn't. Are there any potatoes?

22

## Practice 4

- Hold up your book and show students the two boxes with pictures of food. Point to and name some food items in the top box and have students repeat the names. Turn the book upside down and do the same with food items in that box.
- 4 Read the directions to Activity 4 aloud and model how to play the game. Have a student come to the front of the room with her book. Say to the class *We're going to see which foods are in both pictures.* Tell the student to turn her book upside down so that the bottom box is now the top box.
- Say *There are beans in my picture.* Then ask your student partner *Are there any beans in your picture?* She looks at her picture and answers *No, there aren't.* Then it's her turn to ask you a question about a food item in her picture.
- Say to the class *Now you play!* Have students work in pairs, taking turns asking and answering questions using *Are/Is there any \_\_\_\_\_?* Tell them to write on a piece of paper or circle in their books the items that are the same in both pictures. Walk around the room, checking that students use *any* correctly and that their answers are accurate. ✓ Ask *Is there any meat? Are there any apples?* If students have difficulty, review the Grammar box with them.

## Apply

- Display three Picture Cards from the unit. Be sure to use only the cards for items that can be counted (beans, mangoes, potatoes, tomatoes). Review the names of the foods on the cards. Post them on the board so students can see them easily.
- Point to the cards. Ask *Are there any tomatoes?* Have students answer *Yes, there are* if the card for tomatoes is showing, or *No, there aren't any tomatoes* if it isn't showing. Repeat the question for each card displayed as well as for the one that isn't. Then replace one of the cards and call on individual students to come to the board, point to the cards, and ask the class the questions.

## Wrap Up

- Sing the following song with students to the tune of *Row, Row, Row Your Boat*: *Is there any milk, any milk today? No, there isn't any milk, any milk today.* Repeat, replacing *milk* with *bread*, then *corn*, then *meat*.

## Be the Expert

### Our World in Context

Different languages have different ways of forming questions. Many Western European languages are like English because they often begin questions with a verb (*Are we going to the party?* as opposed to *We are going to the party*). Other languages, though, don't change the word order of a question, or they change it in other ways. Likewise, not all languages have a direct translation of *any*. Be aware that both the structure of questions in English and the use of the English word *any* may be completely new to many students.

### Grammar in Depth

Although it's correct to say *I don't have any money*, it's incorrect to say *I have any money*. *I don't have any \_\_\_\_\_* is equivalent to *I have no \_\_\_\_\_*, but the first construction is more idiomatic and more common. *Any* also appears in yes/no questions that begin *Is there* and *Do you*. For example, *Is there any more pizza?* or *Do you see any green socks?*

Negative answers to these questions use *any* (*No, there isn't any more pizza/No, I don't see any green socks*). However, yes answers do not use the word *any*. (*Yes, there is more pizza./ Yes, I see green socks.*)

### Formative Assessment

Can students

- use *any* in questions and negative responses?

Have students ask you questions about the foods pictured on p. 22. Then ask them if there are any potatoes pictured on the page.

## Warm Up

- **Revisit** Display a tray or plate with food items. Hold up a piece of food and say *This is a (tomato)*. Ask *How many?* (one) Say *Yes, there is one (tomato)*. Have students repeat *There is one (tomato)*.
- Hold up two or more pieces of another vegetable and say *There are two (potatoes)*. Ask *How many?* (two) Have students repeat *There are two (potatoes)*.
- **Spiral** Say *We can count some foods, like tomatoes and potatoes. But some foods we don't count, like bread and meat.* Explain *For these foods, we say There is.* Say each sentence and have students repeat it: *There is bread on the plate. There is meat on the table.*

## Present

- Display Picture Card 340 (tomatoes). On the board, write the question *Are there any tomatoes?* and the answer *Yes, there are*. Read the question and answer with students. Then explain. *When I want to know if there are tomatoes, I can ask, "Are there any tomatoes?"* Underline *any*. Point to *Yes, there are*.
- Say *If the answer is "no," then we say, "There aren't any tomatoes."* Now you say it. Write and underline the words *aren't any*.
- Say *Open your books to page 22. Listen to the questions and the answers.* Then play TR: 21. Point to the third question and ask *Why do we say "Is there any bread" and not "Are there any bread?"* Remind students that we can't count some foods. We use *is* to talk about them.

## Vocabulary 2

### Objective

- Students will
- identify and name foods.

**Vocabulary** *snacks, grapes, chips, yogurt, nuts, cheese*

**Resources** Workbook p. 14; Audio CD TR: 22; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 2.2; Picture Cards 328–329, 331, 333–336, 339–346

**Materials** stickers; drawing materials

### 5 Listen and say. Look and write the letter. TR: 22



snacks



grapes



chips



yogurt



nuts



cheese

1. I eat chips after school. \_\_\_\_\_
2. My favorite snack is cheese. \_\_\_\_\_
3. I like yogurt for breakfast. \_\_\_\_\_
4. I don't like nuts. \_\_\_\_\_
5. Red grapes are delicious! \_\_\_\_\_

### 6 Work with a partner. Talk. Guess and stick.

This is a boy.  
Is he eating grapes?  
No, he isn't.  
Is he eating nuts?  
Yes, he is!

1

2

3

4

5

23

- Point to the photo of nuts. Say *Nuts. Most nuts grow on trees. Nuts are a good snack, too, but not everyone can eat nuts.* ✓ Use Picture Cards 341–346. Choose one and ask *What's this?* If students have difficulty, review the target words on p. 23.

### Practice 5

- 5 Say *Listen, then say the words and sentences.* Play TR: 22. As each food is mentioned, point to its photo.
- Point to items 1–5 under the photos. Model completing item 1. Read the sentence aloud. Say *This sentence is about chips.* Ask *What letter stands for chips?* Say *The letter b is on the photo for chips, so I write b in the blank.* Have students write *b* in the first blank. Have students name each photo and the letter on it. Tell students that not all target words will be used. Then have them complete items 2–5 on their own.

### Apply 6

- 6 Help students find the stickers for this unit at the back of the book. Say *I see some girls. I see some boys. They're eating snacks.* Say *Point to a girl eating grapes. Point to a boy eating grapes.*
- Model the activity with a student. Say *Pick a sticker. Don't show me. Tell me "This is a boy" or "This is a girl."* Make guesses like the ones in the student book: *Is he eating \_\_\_\_\_?* The student answers *Yes, he is.* or *No, he isn't.*
- Have students work in pairs, taking turns giving clues. When students identify a sticker correctly, they stick it in their books.

### Wrap Up

- Ask students to draw themselves eating a snack they like. Say *Your snack must be one of the foods we learned about in this lesson.*
- Have students label their pictures. Then have them show their pictures to the class and tell about them.

### Warm Up

- **Recycle** Put students in pairs and give one card from Picture Cards 328–329, 331, 333–336, 339–340 to each pair. Say *I tell you about a food. You raise your card if I'm talking about your food. This food is red. It's round. What is the food?* (tomatoes) Continue asking questions about each Picture Card.
- Hold up Picture Cards 341–346, showing students the picture side of the cards. For each card, ask *Do you eat this?* Then say *It's time to learn some new words for foods.*

### Present

- **Give examples** Say *Now we'll learn more words for foods. Open your books to page 23.* Point to the photo for *snacks* and say *Snacks. There are four*

*snacks on this tray. When you eat a snack, you eat a little bit of food.* Use your hands to model the relative sizes of a snack and a meal.

- Point to the grapes. Say *Grapes grow on plants. They can be purple, green, or red.* Pretend to pick grapes from a grapevine.
- Point to the chips. Say *Chips. Chips are made from potatoes or corn. They're crunchy and salty.* Mime eating crunchy, salty chips. Say *Crunch! Crunch!* and pretend to lick your fingers.
- Point to the photo of yogurt. Say *Yogurt. Yogurt is made from milk. I eat yogurt in the morning. It's a good snack any time of the day!*
- Point to the photo of cheese. Say *Cheese. Cheese is made from milk too! You can make cheese from cow's milk, goat's milk, or sheep's milk.*

## Be the Expert

### Our World in Context

Cheese is made from the spoiled, or curdled, milk of cows, goats, yaks, or other mammals. It has been eaten since ancient times. Legend has it that the first cheese was made accidentally by an Arabian merchant crossing the desert. Milk he had stored in a bag made from a sheep's stomach separated into curds and whey. He drank the liquid whey and ate the cheesy curds.

### Vocabulary Strategy

#### Using a Dictionary

Teach students how to locate words using alphabetical order. Help students understand the concept of ABC order to the second letter (or the third, fourth, and so on).

For instance, words beginning with *sa* come before words beginning with *sc* or *sn*, and words beginning with *che* are listed before words that begin with *chi*.

### Formative Assessment

Can students

- *identify and name foods?*
- Display Picture Cards 341–346 for the new vocabulary words. Ask students to name the foods as you point to them.

**Review** For additional practice, direct students to Activity Worksheet 2.2.



## Grammar 2

### Objectives

- Students will
  - make polite requests with *may*.
  - respond to requests politely.

**Grammar** make and respond to polite requests with *may*

**Academic Language** *ask, answer*

**Content Vocabulary** *polite*

**Resources** Workbook pp. 15–16; Audio CD TR: 23; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 2.3; Picture Cards 328–329, 331, 333–336, 339–346

**Materials** note cards; scissors; glue

### GRAMMAR TR: 23

**May** I have some chips, please?  
**May** we have some noodles, please?

Not right now. Dinner is at 7:00.  
Yes. Sure.

### 7 Look. Write questions.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



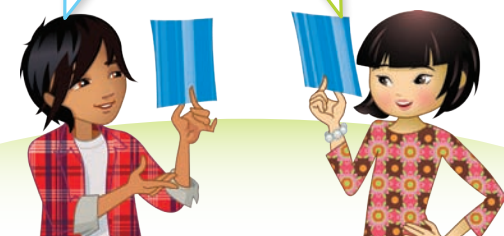
\_\_\_\_\_

\_\_\_\_\_

### 8 Play a game. Cut out the gameboard and the pictures on page 99. Glue. Play with a partner.

B2. May I have some chips, please?

Sorry. I don't have any chips. C1. May I have some lemonade, please?



24

## Warm Up

- Revisit** Write *smiling* and *frowning* on two separate note cards. Then have two students come to the front of the class. Give one card to each student. Say *Don't say your word*. Have the students act out the words one at a time. Ask the class *Is (Mia) smiling or frowning?* Repeat with the second student.
- Set the stage** Say *Imagine your friend has candy, and you want a little. What do you say?* Frown and make your voice loud and angry. *"Give me some candy!"* Then, in your normal voice, ask *Is that nice or not nice?* (not nice)
- Preteach** On the board write *May I have some candy, please?* Read it aloud and have students repeat it.

- Smile and in your normal voice ask *May I have some candy, please?* Then ask *Is that nice or not nice?* (nice) *Right. This is polite. When you're polite, you ask for things nicely. Then say This lesson is about polite ways of asking for things.*

## Present

- Point to the grammar box at the top of p. 24. Play **TR: 23**. Have students follow in their books. Point out that in each sentence the speaker is asking for some food.
- Write the word *may* on the board. Say *Use the word may to ask for things. It's polite.* Write the word *please* on the board. Say *The word please is polite, too.* Play **TR: 23** again and have students show a sign of approval, such as a thumbs-up, when they hear a polite word.

- Call students' attention to the answers in the Grammar box. Say *The child asks politely, but the mother says no and explains why. Dinner is soon. Both mother and child are polite.*

## Practice 7

- Point to the food in each picture in Activity 7 and ask students *What food is this?* (corn, chips, ice cream, noodles) Say *Imagine that you want the food in the picture. What do you say? Write the question.* Model completing the first item. Point to the bowl and ask *What's in the bowl?* (corn) Then say *You want some corn. You ask, "May I have some corn, please?"* Write the sentence on the board. Have students complete the rest of the activity on their own. ✓ Say *I have grapes. You want some. What do you say?* Review the Grammar box if students have difficulty.

## Apply 8

- Read the directions for Activity 8. Have students cut out the gameboard and the game pieces from p. 99.
- Form pairs and say *Choose nine game pieces. Glue the pieces on your board. Set aside the other pieces.*
- Read aloud the model dialogue with a student. Sketch the gameboard on the board. Draw apples in B1. Say *My board has apples on B1. Say I say to my partner, "B1." Then I say, "May I have some apples, please?"*
- Then explain that the partner says "Yes, here you are." if the partner's board includes apples or "Sorry. I don't have any apples." if his board has no apples. Say *Take turns. Ask and answer.*

## Wrap Up

- Hold up Picture Cards 328–329, 331, 333–336, 339–346. Divide the cards between five students. Have a student without a card ask for a food shown on the cards, using the polite request *May I have some (mangoes), please?* The student with that card takes it to her classmate and says *Yes, here are some (mangoes).* Continue until each student without a card has asked a question.

## Be the Expert

### Grammar in Depth

All languages have polite and not-so-polite ways to ask for things, and English is no exception. The phrase *May I have* is among the most polite ways to formulate a question. It's usually considered more polite and respectful than *Could I have* and *Can I have*, and it is far more polite than *I want* or *Give me*.

The word *please* is also a word that indicates politeness. Thus, saying *May I have some cookies, please?* is a very courteous way of asking for something. Note that the word *please* can come in different places in the sentence: *Please may I have*

\_\_\_\_\_, *May I please have* \_\_\_\_\_, and *May I have* \_\_\_\_\_, *please?*

### Formative Assessment

Can students

- make polite requests with *may*?  
Display Picture Card 346 (*yogurt*). Have students politely ask you for the pictured food.
- respond to requests politely?  
Ask *May I have some chips, please?* Have students answer politely with a sentence such as *Yes, here you are* or *Sorry, I don't have any chips.*

**Review** For additional practice, direct students to Activity Worksheet 2.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** bread, mangoes, beans, meat

**Vocabulary 2** cheese, yogurt

#### Grammar

**Grammar 1** use *any* in questions and negative responses

**Grammar 2** make and respond to polite requests with *may*

**Resources** Workbook p. 17; Audio CD TR: 24; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 2.4; Picture Cards 334, 341, 346

**Materials** index cards

### The Sounds of English

**Resources** Workbook p. 17; Audio CD: TR: 25; Classroom Presentation Tool: The Sounds of English; Picture Cards 48, 57, 122, 141, 158, 162, 221, 334; The Sounds of English Card 19

9 Listen. Read and sing. TR: 24

## Let's Eat!

Let's eat! Do you like chicken?  
Let's eat! Do you like bread?  
Let's eat! Are there any carrots?  
Let's eat!

Are there any mangoes?  
Is there any cheese?  
Is there any yogurt?  
May I have some, please?

THE SOUNDS OF ENGLISH TR: 25

mango

10 Listen and say.

1. mango meat
2. marker map
3. grandmother room

25

## Extend

- Have students write the target words on index cards. Then play all of TR: 24 and have students sing the song as they read the words in their books. Complete lyrics are on Student Book p. 93. Have them raise the correct card when they hear a target word in the song.
- Write the following on the board:

Let's eat!

Do you like \_\_\_\_\_?

Let's eat!

Do you like \_\_\_\_\_?

Let's eat!

Are there any \_\_\_\_\_?

Let's eat!

- Put students in groups and have them use the target words to complete the sentence frames. Then have groups take turns singing the new chorus aloud.

## The Sounds of English: /m/ as in mango 10

- 10 Hold up Picture Card 334 (mangoes) and point to one mango. Ask, *What is this?* When students answer, say *That's right. It's a mango.* Say *mango* again, emphasizing the sound of *m* in the first syllable as you write the word on the board in large letters. Say *Now let's listen to words that have the same m sound you hear in mango.* Play TR: 25 once while students just listen. Then say *Let's listen and say.* Play TR: 25 again and have students repeat the words.
- For more practice, have students look at pictures, listen, and raise their hands when they hear /m/ as in *mango*. Display Picture Cards that contain the target sound (*moon, mother, mouth, lemonade, climb, swim, umbrella*) and some that don't.
- Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /m/.* Repeat the word with students. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

## Be the Expert

### Teaching Tip

When you ask students to name items or share ideas, it's easy for them to pay more attention to what they will say than to what their fellow students are saying. One way to help change this is to have students repeat what their classmates say. Suppose the class is naming their favorite colors, and (Fernando) says *My favorite color is green.* If (Kim) is the next student, she should say *(Fernando's) favorite color is green.* or *(Fernando) likes green.* before she names her own favorite color. That will encourage students to listen to what their classmates say.

### The Sounds of English Cards

You can use The Sounds of English Card 19 to teach the /m/ sound. Audio for this card is available on the *Explore Our World* website.

## Use the Song 9

- **Set the stage** Say *On weekends, my friends come to visit. I make some food.* Act out stirring a pot and holding a dish. *We sit at the table. Then we have dinner.* Pretend to be eating. Then rub your stomach, smile, and say *It is good! We eat some good food.*
- **Explain** Say *Open your books to page 25. What's the title of the song? What do you think the song is about?* Hold up your book and ask *What foods do you see in the pictures?* Help students name the foods they see, then list them on the board.
- 9 Say *Listen!* Play the chorus and the first verse of the song (TR: 24). Have students read along as they

listen. Play the same part a second time and have students sing along.

- Display the Picture Cards for *mangoes, cheese,* and *yogurt.* Then divide the class into four groups. Assign the first three groups one of the three target words. Assign the fourth group the line, "May I have some, please?"
- Play the first part of TR: 24 and have the whole class sing along to the chorus. Then have each of the four groups stand and sing along with their assigned line. Repeat several times.



## Reading

### Objectives

- Students will
- describe different snacks from around the world.
- scan text for information.

**Reading Strategy** Scan Text for Information

**Content Vocabulary** *ants, termites, grasshoppers, silkworms, scorpions, insects, lollipops*

**Resources** Workbook pp. 18–19; Audio CD TR: 26; Classroom Presentation Tool: Reading; Teacher’s Resource CD-ROM: Graphic Organizers (Word web); World Map Poster (or other world map or globe)

**Materials** index cards (optional)

### 11 Listen and read. TR: 26

## Super Snacks!

People all over the world eat snacks such as fruit, chips, nuts, and candy. What other snacks do people enjoy?

Do you like fried butter or garlic ice cream? What about ice cream with fish? You can eat these snacks in some parts of North America.

In some countries in Latin America, you can eat insects such as ants, termites, and grasshoppers. In some parts of Asia, you can eat fried silkworms, water bugs, and scorpions on sticks.

In Australia, people like to eat honey ants. In other places, lollipops with insects are popular.

It’s snack time! How about a sweet cricket, worm, or scorpion lollipop?

### 12 Talk with a partner. Which of these snacks do you want to try?



Cats can’t taste candy.

26



## Warm Up

- **Build background** Display a globe or world map. Point out Mexico, Central America, and South America. Say *This is called Latin America.*
- **Preteach** Point to the photo at the top of p. 26. Say *This is candy. But this candy is different. It has insects inside! Some insects look scary!*

## Present 11

- **11 Predict** Say *Open your books to page 26. Look at the title of the Reading. Then look at the photos.* Give students some time to study the page. Then say *What do you think this Reading is about?*
- Say *Let’s listen and read.* Play **TR: 26**. Have students follow along in their books.

- Review the Reading. Ask these questions:

**Paragraph 2:** *What do people eat for snacks in some parts of North America?* (fried butter, garlic ice cream, ice cream with fish)

**Paragraph 3:** *What can you eat for a snack in Asia?* (silkworms, water bugs, scorpions on sticks)

**Paragraph 4:** *What is a snack people like to eat in Australia?* (honey ants)

## Practice

Write the following sentences on the board:

1. Insects are popular snacks all over the world.
2. In Australia, you can eat honey ants for a snack.

- Say *Let’s do a True-False activity. But first, we’ll play the Reading again.* Play **TR: 26** as students read along with the recording.

- Explain that *True* means “correct” or “right” and *False* means “not correct” or “wrong.” Then read sentence 1 on the board to students. Ask *Is this true?*

- **Think Aloud** Model finding the answer. Read sentence 1 aloud again and say *I remember reading that snacks are popular all over the world, but I’m not sure about insect snacks. I’ll look for the word insect in the Reading. That will help me find out if the sentence is true or false. I read “In some countries in Latin America, you can eat insects.” I also read that in some parts of Asia, you can eat insects, and people in Australia like to eat honey ants.*

*Latin America, Asia, and Australia are parts of the world, not the whole world. The answer is false.*

- Have students work in pairs to find out if sentence 2 is true or false. When students are finished, have pairs volunteer the answer. Have them explain how they figured out whether the statement is true or false.

## Apply 12

- **12** Read the directions for Activity 12 with students. Put students in pairs. Then say *First, let’s list the snacks we read about in “Super Snacks!” Insect lollipops is one.* Begin a list of the snacks on the board. Have students call out others from the Reading or have them come up and add to the list on the board.

- When the list is complete, say *Now talk to your partner about which snacks you want to try.*

- If students need help, say *Look through the Reading. You don’t have to read every word. Look for the words you can eat or people like to eat. You’ll find some snacks there.*

## Wrap Up

- Have students invent and draw a picture of an unusual snack. Have them use target vocabulary words from this or other units. Then put students in small groups, and have them show their pictures and describe their snacks to their group. Remind students to name their snacks. Have groups share their pictures with the class.

## Be the Expert

### Our World in Context

Many people across the world consider insects to be a great delicacy. By some estimates, at least one third of the world’s population eat insects. Some experts believe that everyone, Americans in particular, should add more insects to their diets. They point out that insects can be an excellent source of protein, and that raising them doesn’t cause the environmental damage that raising larger, traditional farm animals does.

### Reading Strategy

**Scan Text for Information** The purpose of scanning is to find information quickly. When you scan, you move your eyes quickly across a page of text in search of specific words. Scanning is different from reading, because you don’t read every word when you scan.

When scanning, readers start by thinking about an important word, name, or phrase to look for. They run their eyes rapidly back and forth to find that word or phrase in the text. When they find the word(s) they’re looking for, they read the surrounding text carefully to locate the information they need.

### Teaching Tip

Students are often asked to follow along in their own books when someone else is reading. This can be difficult for some students. If they lose their place, it can be hard for them to find it again. One way to help is to give each student a note card. Have students place the card across the page so only the first line of the text is visible. As the reading continues, students can slide the card down one line at a time.

### Formative Assessment

Can students

- describe different snacks around the world?  
Ask questions about super snacks, such as *What super snack would you like to try? Can you tell me something about it?*
- scan text for information?  
Ask students how they can quickly find information in the reading, such as *Where do people eat water bugs?*

## Value

**Value** Eat good food.

### Objectives

Students will

- discuss food-related values and activities.
- talk about their favorite healthy foods and drinks.

**Resources** Values Poster



27

## Give the Unit Quiz

- Hand out the Unit 2 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to the pictures on page 102. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB30. These are beans.** When students have written a letter, ask *What letter did you write?* When students respond with the letter *D*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB30.**
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the questions. Use *May I* or *May we*. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing words to complete the sentence you hear.* Play **TR: AB31. Are there any beans?** When students have completed the sentence, say *What sentence did you write?* Begin the quiz when students respond with *Are there any beans?* Say *Let's begin.* Play the rest of **TR: AB31.**
- **Speaking instructions** Point to the image at the bottom of p. 123. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Are there any tomatoes?* Say *No, there aren't any tomatoes.*
- See page 129 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 102–103, 123, 129, 132, 136; Assessment Book Audio CD TR: AB30, AB31; Picture Cards 331, 333–335, 339–342

## Be the Expert

### Testing Tip

**Review regularly** Review content material regularly in class to help reinforce learning. Reviewing will also help students prepare for quizzes and tests.

## Value

- Read the title at the top of p. 27. Say *Let's find out what foods are good for you to eat.*
- Read the sentences with students. Ask *What kinds of foods should you eat?* (fruits and vegetables) Give examples of several fruits and vegetables, including those students learned in this unit. Then ask *What should you do every day?* (drink water)
- On the board, write *Breakfast, Lunch, Dinner, and Snacks.* Read aloud the two questions at the bottom of the page with students. Say *Think about what you eat and drink every day. What good things do you eat? What good things do you drink?*
- Draw a three-column chart on the board. Label the columns **Breakfast, Lunch, and Dinner.** Have students come to the board to list healthy foods and drinks under the appropriate meals. Then have students form small groups and talk about what they like to eat and drink at each meal.

### Assess Unit Objectives

Ask questions such as the following:

- *Do you like to eat noodles?*
- Display Picture Cards 331, 333–335, 339–342. Have students look at the Picture Cards. Ask *Is there any cheese?*
- *What do you like to eat?*

**Project** For a theme-related closing activity, direct students to the Unit 2 Project Worksheet.



## Video

**Vocabulary 1** bread, meat, beans, ice cream, potatoes, tomatoes, mangoes, corn

**Vocabulary 2** cheese, chips, grapes, nuts, yogurt

**Grammar 1** use *any* in questions and negative responses

**Grammar 2** make and respond to polite requests with *may*

**Song** *Let's Eat!*

**Viewing** families preparing and eating dinner

**Story Time** *Stone Soup*

**Resources** Student Book pp. 18–24; Teacher's Resource CD-ROM: Graphic Organizers (Three-column chart)

### Before You Watch

- Play the introduction. Stop the segment when Anna says *It's a tomato.* and *It's a carrot.* and have students repeat each sentence. Then say *This video is all about food.*

### While You Watch

- Hand out and draw on the board a Three-column chart with the headings **Foods I Like**, **Foods I Don't Like**, and **I Don't Know**. Say *Listen to the names of foods in the video.* Point to the first column and say *Write foods you like here.* Point to the second column and say *Write foods you don't like here.* Point to the last column and say *Write other foods here.*
- Pause the video as necessary to allow students to record each food in the proper column.

### After You Watch

- Ask students to look over their completed charts. Have them compare their charts with a partner.
- Ask *What foods do you and your partner both like? What foods do you both not like?* Then ask *Who has the most foods in the Foods I Like column?*



### Zoom In

#### Vocabulary

- Put students in pairs. Pause after each set of target words. Have one student choose one food and act out eating it. The partner guesses the food.

#### Grammar

- Play Grammar 1. Then have students retell the story, using the word *any* as appropriate.
- Play Grammar 2. Then replay the segment and have students ask the questions along with the characters.

#### Song

- Play *Let's Eat!* and have students sing along. Have them stand up when they hear the word *any* and touch their shoulders when they hear a question with *May I?*

#### Viewing

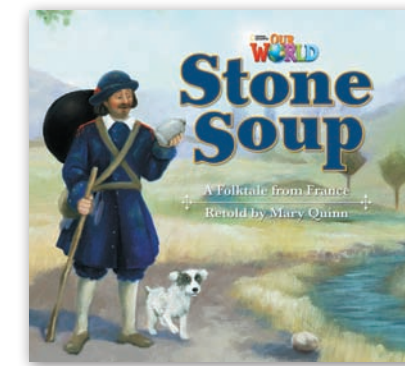
- Pause the video as a food is shown. Have students identify what food is being cooked or eaten. Restart the video to name the food.

#### Story Time

- Have students view Story Time once. Pause the video from time to time to have students retell the story in their own words. Ask questions such as *What do you think happens next? What do you think the farmer is going to do? Do you think the soup tastes good? Why or why not?*
- Play *Stone Soup* again. Tell students to pay attention to and explain how the soldier tricks the people.

### Stone Soup

The soldier is hungry. He has only a pot, a stone, and some water. But he has an idea. Can he make soup with a stone and some water?



### Before You Read

- **Activate prior knowledge** Draw a word web on the board. Write *soup* in the center circle and read it aloud. Say *This story is about soup. What is soup? What can you put in soup?* Write students' responses in the outer circles of the web. Hold up Picture Cards 328, 330, 331, and 340, if students have difficulty thinking of possibilities.
- **Introduce the strategy** Point to the book cover and say *This book is about a soldier. He has a problem. His problem is that he has nothing to eat!* Show p. 2 and read the text on the page. Then rub your stomach and look hungry; open your hands wide to show that you have no food. Then say *Let's read to find out how the soldier solves his problem.*

### While You Read

- Distribute copies of the Word web Graphic Organizer. Have students write the word *soup* in the center. Say *I'm going to read the story out loud. Listen for the things the soldier puts into the soup. Write those things in the outside circles.* Read the book aloud to students. Stop every few pages to ask questions such as the following:
  - p. 3: *What did the soldier put in the pot?* (water and a stone)
  - p. 5: *What did the soldier ask for?* (carrots)
  - p. 10: *How did the soldier make soup from a stone?* (He used the vegetables from the people.)

### After You Read

- Ask *What foods does the soldier put into the soup?* (corn, tomatoes, beans, carrots)
- Say *The soldier has a problem. He's hungry. He has no food and no money. How does he solve his problem?* (He pretends to make soup from a stone, and then he says he needs other things. People give him other foods. The other foods make the soup taste good.)

## Unit 2 Reader

**Text Type** folktale

**Vocabulary** beans, corn, tomatoes

**Academic Language** *problem, solution, solve*

**Content Vocabulary** *soldier*

**Grammar** use *any* in questions and negative responses, make and respond to polite requests with *may*

**Reading Strategy** Identifying Problems and Solutions

**Resources** Picture Cards 328, 330, 331, and 340; Classroom Presentation Tool: Story Time; Video: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Word web)

**Related Vocabulary**

*carrots*

## Be the Expert

### Text Background

Many folktales, such as *Cinderella* or *Snow White*, include elements of magic, but *Stone Soup* is an example of a realistic folktale. The characters, the setting, and the situation are all drawn from reality. There's no evidence that the events described in the story ever took place, but they could have happened.

### Reading Strategy

**Identifying Problems and Solutions** Problems and solutions are central to fiction. The characters in a story almost always have a problem that needs to be solved. The problem in this story, for example, is that the soldier is hungry and has no food or money. Most stories also have a solution. In this case, the solution to the problem is that the soldier cleverly gets the villagers to feed him.

By identifying the problem in the story and then reading to find the solution, students increase their comprehension of the story and their general understanding of story structure.

Student Book

TR: 19 1 Listen and say.

tomatoes	My brother doesn't like tomatoes.
corn	I like corn.
bread	I don't like bread.
potatoes	Tabor likes potatoes.
mangoes	I like mangoes.
ice cream	We want ice cream!
noodles	I like noodles.
beans	We want beans for lunch.
meat	I don't like meat.

TR: 20 2 Listen, point, and say.

mangoes; potatoes; beans; ice cream; corn; meat; noodles; bread; tomatoes

TR: 21 Grammar

Are there any tomatoes? No, there aren't any tomatoes.

Are there any potatoes? Yes, there are.

Is there any bread? No, there isn't any bread.

Is there any milk? Yes, there is.

TR: 22 5 Listen and say.

snacks	I like snacks.
grapes	I love grapes. Yum!
chips	I have chips after school.
yogurt	I like yogurt.
nuts	Do you want some nuts?
cheese	My favorite snack is cheese.

TR: 23 Grammar

May I have some chips, please? Not right now. Dinner is at 7:00.

May we have some noodles, please? Yes. Sure.

TR: 24 9 Listen. Read and sing.

Note: Lyrics for the song *Let's Eat!* are on Student Book p. 93.

TR: 25 10 The Sounds of English /m/ mango Listen and say.

- mango; meat
- marker; map
- grandmother; room

TR: 26 11 Listen and read. Super Snacks!

People all over the world eat snacks such as fruit, chips, nuts, and candy. What other snacks do people enjoy?

Do you like fried butter or garlic ice cream? What about ice cream with fish? You can eat these snacks in some parts of North America.

In some countries in Latin America, you can eat insects such as ants, termites, and grasshoppers.

In some parts of Asia, you can eat fried silkworms, water bugs, and scorpions on sticks.

In Australia, people like to eat honey ants. In other places, lollipops with insects are popular.

It's snack time! How about a sweet cricket, worm, or scorpion lollipop?

Workbook

TR: 9 Unit 2. 2 Listen. Read and circle.

- Person 1: Are there any noodles? Person 2: No, there aren't any noodles.
- PI: Is there any corn? P2: No, there isn't any corn.
- PI: Is there any ice cream? P2: Yes, there is.
- PI: Are there any potatoes? P2: No, there aren't any potatoes.
- PI: Are there any tomatoes? P2: Yes, there are.

TR: 10 5 Listen. Read and write.

- Ken: Let's have a snack. Patty: Are there any nuts? Ken: No, there aren't. But there are some grapes. Patty: OK. Let's eat grapes.
- Jill: I want a sandwich. Is there any cheese? Joe: No, there isn't. Sorry. Jill: Well, is there any chicken? Joe: Yes, there is. Here.

TR: 11 7 Listen and write.

- Child: May I have some nuts, please? Adult: Yes. Sure.
- C: May we have some bread, please? A: Not right now.
- C: May we have some cheese, please? A: Yes, here you are.
- C: May I have a snack, please? A: Not right now. Dinner is at eight.

TR: 12 8 Play a game. Start at A. Listen and draw a line when the answer is yes.

- Child: May I have some cheese, please? Adult: Not right now.  
 C: May I have some corn, please? A: Yes. Sure.  
 C: Is there any chicken? A: Yes, there is. You may have some chicken.  
 C: Is there a mango? A: No, there isn't a mango.  
 C: Are there any tomatoes? A: Yes, there are.  
 C: Are there any noodles? A: Yes, there are.  
 C: Are there any chips? A: No, there aren't any chips.  
 C: May I have some bread, please? A: Not right now.  
 C: May I have some beans, please? A: Yes. Sure.  
 C: May I have some apples, please? A: Yes, here you are. A: I have a lot of food. We can make soup!

TR: 13 10 Listen and read. Can you say these fast?

- Patty Peters likes peppers on her pizza.

Answer Key

Student Book

Unit Opener SB p. 18

small, eating

4 SB p. 22

the same: two sandwiches, tomatoes

5 SB p. 23

1. b 2. e 3. c 4. d 5. a

2. Charlie's eating cheese with his chips.

3. May we have tomatoes, potatoes, noodles, and nuts?

TR: 14 11 Listen to the song. Write another verse. Use some words from the box.

Note: Lyrics for the song *Let's Eat!* are on Student Book p. 93.

TR: 15 12 Which words have m that sounds like the m in mango? Circle, then color the pictures.

- marker; marker
- map; map
- meat; meat
- pants; pants
- computer; computer

TR: 16 14 Listen and read.

Super Foods!

Some foods help people be healthy. They are super foods!

Chicken, meat, fish, beans, eggs, and nuts are good for you. Brown rice and whole grains are good for you. Milk and foods made from milk are good for you, too.

Fruits and vegetables are great foods! There are fruits and vegetables of many colors. Eat a few different colors every day!

Candy and sugary foods taste good, but don't eat too much of them. Instead, eat super foods that can keep you strong and healthy.

7 SB p. 24

May I have some corn, please?

May I have some chips, please?

May we have some ice cream, please?

May we have some noodles, please?

Workbook

Go to pp. 207–208 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about helping others.

### Content Objective

- Students will
- identify and describe how and when they care for others.

### Language Objectives

- Students will
- talk about caring for others.
  - describe daily routines.
  - talk about how many times people do things.

### Vocabulary

**Vocabulary 1** *carry, help, hug, teach, feed my pet, a goldfish, take care of my pet, a hamster, protect*

**Vocabulary 2** *take a shower, make my bed, come home, have a snack, do my homework*

### Grammar

**Grammar 1** time phrases with *before* and *after*

**Grammar 2** adverbs of frequency

### Pacing Guides

 L3U3

**Value** Take care of others.

## Unit Opener

### Objectives

- Students will
- discuss a photo.
  - describe people, animals, and actions in the photo.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

### Related Vocabulary

bottle

## Unit 3

# A Helping Hand

### Look and check.

This is a baby

- zebra.  
 tiger.

The woman is

- smiling.  
 crying.

Zookeeper feeds tiger cub,  
Gianyar, Indonesia

28

## Introduce

- **Build background** Say *The name of this unit is "A Helping Hand."* Hold out your hands and say *These are my hands.* Say *Show me your hands.* Have students hold out their hands. Say *We can use our hands to help.*
- Point to the photo and say *Here are a woman and a tiger. She's using her hands to help. She's feeding a baby tiger. She's giving it milk. She's helping the tiger.*
- **Preteach** Say *There are many ways we can use our hands to help.* Pick up a piece of scrap paper and put it in a wastebasket. Say *I can use my hands to pick up trash.* Pick up a book and ask *What else can I pick up?* Say *I can carry things with my hands. I can put things away.* Carry a book or object across the room and put it away. Ask *What can you carry? What can you put away?*



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## Be the Expert

### About the Photo

This photo was taken on the Indonesian island of Bali. If possible, show students where Indonesia is on a world map. Help students trace a route from Indonesia to their home country.

Because Indonesia's tiger population is declining, Indonesia is trying to save its remaining tigers. It has created protected parks such as Kerinci Seblat National Park, where 135 Sumatran tigers live.

Indonesia and other countries have also promised to help double the number of tigers in the wild by 2022. The year 2022 was chosen because it is the next Year of the Tiger in the traditional Chinese zodiac calendar.

### Teaching Tip

When you ask students a question, allow them enough time to form an answer. Students are thinking in a new language, so they may remain silent after a question is asked. Silence doesn't always mean students don't know the answer. They may just need extra time to form an answer before speaking.

- Point to the photo on pp. 28–29. Ask questions such as the following to encourage discussion of the photo:  
*What do you see in the photo?* (a woman, a tiger, a bottle)  
*What is the woman holding in her hands?* (a tiger, a bottle)  
*What is the woman giving to the tiger?* (a bottle of milk)  
*Is the woman happy or sad?* (happy)
- Guide students through the activity on p. 28. Read each statement and option aloud. For each option, have students say Yes or No. Discuss each statement. Then confirm the correct answers.



## Vocabulary 1

### Objectives

Students will

- identify and use verbs related to caring for others.
- describe who and what they care for.

**Vocabulary** *carry, help, hug, teach, feed my pet, a goldfish, take care of my pet, a hamster, protect*

**Resources** Workbook p. 20; Audio CD TR: 27–28; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 3.I

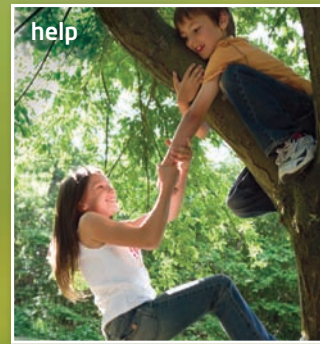
### Related Vocabulary

*fishbowl*

### 1 Listen and read. TR: 27

### 2 Listen and say. TR: 28

We care for each other and we care for animals. We help in many different ways.



30

## Warm Up

- **Activate prior knowledge** Say *Today we're going to talk about caring for others.* Ask *Who are some people who help?* (teachers, doctors, police, family) Write *doctors* on the board. Say *Doctors are people who help.*
- Write a list on the board of people who help. Next, point to each word and ask *How does this person help?*

## Present

- Say *Open your books to pages 30 and 31. Look at the ways to take care of people and animals.* As you point to each photo, say the vocabulary word or words and have students repeat after you.

- Say *We care for people, and people care for us.* Point to the *help* photo. Ask *Who helps you?* (My mother. My teacher.) *How do they help you?* (My mother helps me with my homework. My teacher helps me learn new things.)
- Point to the photos of *feed my pet* and *take care of my pet.* Say each phrase aloud and have students repeat. Say *We take care of our pets.* Ask *Do you have a pet? What pets do you have? How do you help your pets?*

## Practice 1 2

- **1** Say *We're going to read and listen to information about caring for others. Read the words on pages 30 and 31 as you listen.* Play TR: 27.

### feed my pet



### 3 Work with a partner. Ask and answer.



31

- Review the target words and phrases. For each word or phrase, develop a hand gesture or motion to perform along with the word as you say it. For example, for *carry*, pretend to hold a baby in your arms. Practice the motions with students.
- **2** Say *Now we're going to hear words and listen to sentences with those words. Repeat each word and sentence after you hear it.* Play TR: 28. Have students repeat each word and sentence.
- Say *I like to hug my sister.* Using the vocabulary on pp. 30 and 31, create sentence frames such as the ones listed below. Have students work in groups to write sentences and say them aloud.
 

I like to hug \_\_\_\_\_. I like to teach \_\_\_\_\_.

I like to help \_\_\_\_\_. I like to feed \_\_\_\_\_.

## Be the Expert

### Vocabulary Strategy

**Context Clues** To help students learn new words, have them focus on context clues. Explain that context clues can be pictures or words. Have students focus on pictures and the other words in a sentence to understand the meaning of a new word. For example, point to the picture at left that shows a girl feeding her fish. Explain that the picture is a clue to the meaning of *feed my pet*.

### Formative Assessment

Can students

- identify and use verbs related to caring for others?  
Write a verb on the board and ask students to act it out.
- describe who they like to care for?  
Point to a photo, such as *teach*, and ask *Who do you teach? How do you teach them?*

**Review** For additional practice, direct students to Activity Worksheet 3.I.

## Apply 3

- **3** Say *Let's talk about how we like to care for others.* Model the dialogue on p. 31 with a student. Pair students and ask them to alternate asking and answering the questions.

## Wrap Up

- Write four problems on different slips of paper, such as *Something fell on the floor. My cat is hungry. Your bed is messy. Your little sister fell and hurt her knee.* Have students form groups of four. Give each group a problem. Say *Read the sentence. Talk about how you can help.*
- Give students time for discussion. Then have them write a sentence to tell how they can help. Have groups read aloud their problems and solutions.



# Grammar 1

## Objectives

- Students will
  - use time phrases with *before* and *after*.
  - identify the difference between *before* and *after*.
  - describe daily routines.

**Grammar** use time phrases with *before* and *after*

**Resources** Workbook p. 21; Audio CD TR: 29; Video: Grammar I; Classroom Presentation Tool: Grammar I

**Materials** spinners with numbered spaces (or other implements, such as number cards or dice, for moving around a game board) and game pieces

## Related Vocabulary

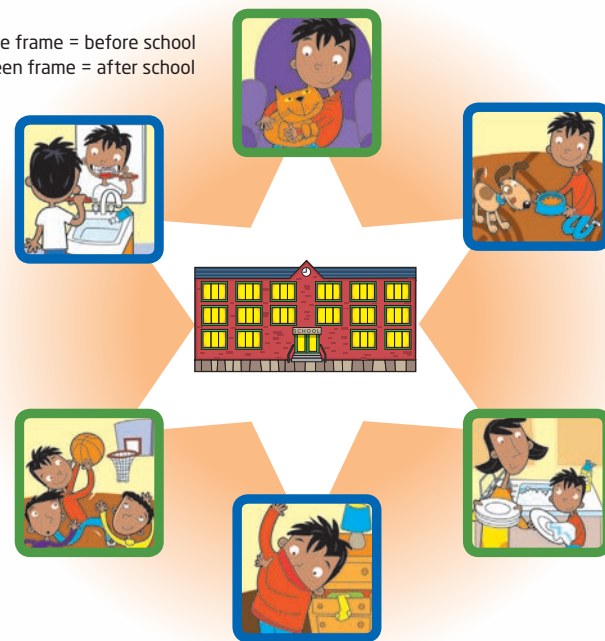
toothbrush

## GRAMMAR TR: 29

What does she do **before** breakfast? She gets dressed **before** breakfast.  
What does he do **after** school? He feeds his bird **after** school.

### 4 Play a game. Play with a partner.

blue frame = before school  
green frame = after school



What does he do before school?

He brushes his teeth before school.

32

## Warm Up

- Set the stage** Say *Think about your morning. What did you do at home this morning?* Describe a routine. Say *Amanda cares for others in the morning before school. She hugs her mom and dad before school. She feeds her dog before school.* Then say *Amanda also cares for others after school. Amanda helps her grandfather after school. She teaches her sister the ABCs after school.*

- Write the following in two columns on the board:

Amanda teaches her sister	
Amanda hugs her mom and dad	before school.
Amanda feeds her dog	after school.
Amanda helps her grandfather	

- Ask *How does Amanda care for others before school?* (hugs her mom and dad, feeds her dog) Ask *How does Amanda care for others after school?* (helps her grandfather, teaches her sister)
- As students respond, draw a line from the phrase in the left-hand column to the correct ending in the right-hand column. Have students read the completed sentences aloud with you.

## Present

- Point to the Grammar box on p. 32. Say the sentences or play **TR: 29**, acting out the activities as you say or hear them.

- Contextualize** Draw four clocks with hands at 7:00, 8:00, 3:00, and 4:00. Say *Evan goes to school at 8:00 in the morning. He feeds his dog at 7:00 in the morning.* Ask *Does Evan feed his dog before school or after school?* (before school)

Say *Evan leaves school at 3:00 in the afternoon. He takes care of his goldfish at 4:00 in the afternoon.* Ask *Does Evan take care of his goldfish before school or after school?* (after school)

## Practice

- Write each of the following sentences in large print on individual cards: *Evan feeds his dog at 7:00 in the morning. Evan goes to school at 8:00 in the morning. Evan comes home at 3:00 in the afternoon. Evan takes care of his goldfish at 4:00 in the afternoon.* Select four students and give each a card. Say *Place your card under the correct clock.*

- Have partners ask and answer questions about what Evan does before school and after school.

## Apply 4

- 4** Say *Look at Activity 4 on page 32.* Read the directions and the key aloud. Point out that each picture has either a blue or a green frame. Hold up your book and point to the picture of the boy and his cat. Ask *What is the boy doing?* (taking care of his cat) Say *This picture has a green frame. Does the boy take care of his cat before school or after school?* (after school)
- Model the game with a student. Spin. Start at the top point and move the game piece clockwise around the star. If you land, for example, on the drawing of the boy getting dressed, show your partner the picture. Point out that it has a blue frame. Ask *What does he do before school?* Prompt her to answer, "He gets dressed." Then switch roles.
- Say to the class *Now it's your turn!* Form pairs and give each pair a spinner. Tell students to use the sample dialogue at the bottom of p. 32 to help them. Students can move around the star several times for additional practice.

## Wrap Up

- Write these questions on the board: *What do you do before \_\_\_\_\_ in the morning? What do you do after \_\_\_\_\_ in the afternoon?* Arrange students in a circle. Point to one student and ask *What do you do before 7 in the morning?* Ask the next student *What do you do after 4 in the afternoon?* Continue around the circle, varying the time for each student.

# Be the Expert

## Our World in Context

In Japan, many students continue to study in *juku* after school. *Juku* are private tutoring centers. Students can go after school to receive extra help with class subjects and exams. Some *juku* are in tutors' homes. *Juku* may offer art, music, and martial arts classes.

## Grammar in Depth

The phrases *before school* and *after school* can be used at the beginning or ending of a sentence. For example, *I go to the park after school.* and *After school, I go to the park.* When phrases with *before* and *after* are used at the beginning of a sentence, place a comma after the phrase: *Before school, I walk my dog.*

## Teaching Tip

**Grouping** When you have students work in pairs or groups, walk around the classroom to monitor their progress. As you observe students' conversations, offer feedback and answer questions.

## Formative Assessment

Can students

- identify the difference between *before* and *after*?
- Review the pictures in Activity 4 and ask *Does he brush his teeth before school or after school?*
- describe daily routines?
- Ask *What do you do before school? What do you do after school?*

## Vocabulary 2

### Objective

- Students will
- identify when they do things in daily routines.

**Vocabulary** *take a shower, make my bed, come home, have a snack, do my homework*

**Related Vocabulary** *A.M., P.M.*

**Resources** Workbook p. 22; Audio CD TR: 30, Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 3.2

### 5 Listen and say. Check T for True and F for False. TR: 30

1. She makes her bed at eight fifteen.  T  F
2. She has a snack at four forty-five.  T  F
3. She does her homework at five o'clock.  T  F
4. She takes a shower at six thirty.  T  F
5. She comes home at three twenty-five.  T  F

### 6 Stick and write times.

Work with a partner.

What time do you take a shower?

I take a shower at 7:45.

:	:	:	:	:

33

## Warm Up

- Draw three clocks with hands at 7:30, 8:15, and 3:20. Point to each clock and ask *What time is it?* Have students say the time. Under the corresponding clock, write *7:30 A.M.*, *8:15 A.M.*, and *3:20 P.M.* Point to each clock and ask *Is this before school or after school?*

## Present

- Set the stage** Point to the clocks on the board, then act out and say *I take a shower at 7:30 in the morning. I make my bed at 8:15. I come home at 3:20 in the afternoon.* Say "What time do ...?" or "What time does ...?" are questions we ask to find out about time. We ask them to learn when someone does something. *What time do I come home? I come home at 3:20.*

- Ask *What do I do at 7:30 in the morning?* (take a shower) *What do I do at 3:20 in the afternoon?* (come home) *What do I do at 8:15 in the morning?* (make my bed)
- Recycle** Have students name ways they care for others. Then ask "What time?" questions such as *What time do you help your mom?*

## Practice 5

- Say *Open your books to page 33.* Point to each photo, read the phrase, and have students repeat. Point to and say each time. Have students repeat.
- Say *Imagine you're the person in the photo.* Point to the first photo and say *I take a shower at 7:30 A.M.*

## Be the Expert

### Teaching Tip

Try to avoid using a student's name or saying "you" when correcting speaking errors. When correcting a speaking error, instead of saying *Jean* (or "You") said "I has a snack at 3:45," say *I heard* "I has a snack at 3:45." Then ask students if they can correct the error.

### Vocabulary Strategy

As students continue to learn vocabulary, have them record new language on note cards. These cards can be used as flash cards anytime during a unit for review activities, games, and comprehension tests. Have students store vocabulary flash cards in a notebook pocket, a plastic bag, or an envelope.

- Point to the second photo and ask *When do you make your bed?* Provide the following sentence frame: *I make my bed at \_\_\_\_\_.* Create sentence frames for the remaining vocabulary items.
- After students say each vocabulary phrase, say *Now you're going to hear words and sentences with those words. Repeat each word and sentence.* Play **TR: 30.**
- Now say *Let's talk about the girl in the photos.* Point to the first photo and say *She takes a shower at 7:30 in the morning.* Point to the next photo and ask *What time does she make her bed?* Continue with the remaining pictures. You may wish to provide the following sentence frame: *She \_\_\_\_\_ at \_\_\_\_\_.*
- 5** Say *We're going to read sentences. Some are true, and some are not. When a sentence is not true, we say it is false.* Read aloud item 1 with students. Point to the picture and read aloud the label *make my bed* and the time (8:15). Ask *Does she make her bed at eight fifteen?* (yes) Say *Yes, the sentence is true. Let's check T for true.*
- Model putting a check mark on the *T*, then read each sentence aloud with students. Ask *Is this sentence true or false?* Have students check *T* for *true* and *F* for *false*. ✓ If students are having difficulty, rewrite each sentence with the time written in numerical form, for example, *8:15* for *eight fifteen*.

## Apply 6

- 6** Say *Let's do a sticker activity.* Say *Look at Activity 6.* Model the dialogue with a student. Hold up the *homework* sticker. On the board, write *I do my homework at \_\_\_\_\_.* Ask *What time do you do your homework?*
- Assign partners and have them complete the activity. Provide the question frame *What time do you \_\_\_\_\_?*
- Have students record their answers in a two-column chart labeled **Activity** and **Time**. For example, write *Take a shower* under **Activity** and *7:30* under **Time**.

## Wrap Up

- Pair students. Say *Talk about your partner. When does she come home? When does she have a snack? When does she do her homework?*

### Formative Assessment

Can students

- identify and use key vocabulary phrases?

Write the following words in two columns on the board. Have students draw lines to complete the phrases:

<i>do</i>	<i>a shower</i>
<i>take</i>	<i>my homework</i>
<i>come</i>	<i>a snack</i>
<i>make</i>	<i>home</i>
<i>have</i>	<i>my bed</i>

**Review** For additional practice, direct students to Activity Worksheet 3.2.



## Grammar 2

### Objective

Students will

- explain how often they do certain activities using *never*, *sometimes*, *usually*, or *always*.

**Grammar** use adverbs of frequency

**Academic Language** *how often*

**Resources** Workbook pp. 23–24;  
Audio CD TR: 31; Video: Grammar 2;  
Classroom Presentation Tool:  
Grammar 2; Teacher's Resource  
CD-ROM: Activity Worksheet 3.3

### GRAMMAR TR: 31

I **never** eat lunch at 12:30.  
I **usually** eat lunch at 12:30.

I **sometimes** eat lunch at 12:30.  
I **always** eat lunch at 12:30.

### 7 Read and write.

never ○○○ sometimes ●○○  
usually ●●○ always ●●●

	8:15	6:30	6:30	8:45
Meena	●○○	○○○	●●○	●●●
Tom	●●●	●○○	○○○	●●○

- Meena I never play soccer at 6:30.
- Tom I \_\_\_\_\_ take a shower at 8:15.
- Meena I \_\_\_\_\_ help at home at 6:30.
- Tom I \_\_\_\_\_ go to bed at 8:45.
- Meena I \_\_\_\_\_ take a shower at 8:15.

### 8 Play a game. Cut out the game board and cards on page 101. Play with a partner.



34

## Practice 7

- Point to the chart on page 34. Have students point to each column head as you say *Take a shower at 8:15. Play soccer at 6:30. Help at home at 6:30. Go to bed at 8:45.* Have students repeat each phrase after you say it.
- Graphic literacy** Read the column and row headings. Point to the key and say *This is a key. The key tells us what the circles mean. Three filled-in blue circles mean "always." Two filled-in blue circles mean "usually." One filled-in blue circle means "sometimes." No filled-in blue circles means "never."* Draw three empty circles. Ask *What does this mean?* (never) Fill in one circle and ask *What does this mean?* (sometimes)
- Read item 1 with students. Point to the key and say *There are no filled-in blue circles. Meena never plays soccer at 6:30.*
- Read item 2. Point to the *shower at 8:15* column and ask *How many filled-in blue circles are there for Tom?* (three) Point to the key and ask *Which word has three filled-in blue circles?* (always) Say *Tom always takes a shower at 8:15.*
- Have students work in pairs to complete the activity. After students have completed each sentence, have them read it aloud to their partners.

## Apply 8

- Have students cut out the game board and cards on p. 101. Then read the model dialogue at the bottom of p. 34 with students. Read item 1 on the game board. Say *I always do my homework in the evening. My brother always does his homework in the evening. We're the same.* Read item 2. Say *I usually eat lunch at 12:00. My brother sometimes eats lunch at 12:00. We're different, too.*
- Pair students. Have them read each item and put down a frequency card. Next, have students tell whether they are the same or different.

## Wrap Up

- Form groups of three to four students. Have each group choose a pet. Ask *What does your pet always do? What does your pet usually do? What does your pet sometimes do? What does your pet never do?* Have each group write sentences and read them to the class.

## Be the Expert

### Grammar in Depth

*Sometimes* and *usually* both describe how often events happen. The difference between these two terms can be hard to understand. *Usually* describes events that are part of a routine. Use *usually* to describe events that normally happen. Use *sometimes* to describe events that do not form part of a normal routine.

## Warm Up

- Draw the following chart on the board:

Monday	Tuesday	Wednesday	Thursday	Friday
do my homework	do my homework	do my homework	do my homework	do my homework
have a snack		have a snack	have a snack	
	play basketball			play basketball

- Say *Let's talk about how many times we do things. We can always do things. We can usually do things. We can sometimes do things. We can never do things.*
- Draw students' attention to the chart. Point to *do my homework* on each day of the week. Say *I always do my homework.* Ask *When do I have a snack?* (Monday, Wednesday, Thursday) *I have a snack*

*three out of five days. So, I usually have a snack.* Continue drawing conclusions based on the chart with sentences such as *I sometimes play basketball.*

## Present

- Point to the Grammar box on p. 34. Play TR: 31. Ask students to repeat the sentences as they hear them.
- Erase the writing in the lower part of the chart. Write *eat lunch at 12:30* under Monday and say *I sometimes eat lunch at 12:30.* Write *eat lunch at 12:30* under Wednesday and Thursday. Say *I usually eat lunch at 12:30.* Write *eat lunch at 12:30* under all five days.
- Write *I \_\_\_\_\_ eat lunch at 12:30.* Have students orally fill in the blank. (always) Erase *eat lunch at 12:30* completely from the chart and point to *I \_\_\_\_\_ eat lunch at 12:30.* Have students fill in the blank. (never)

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary I** take care of my pet, hug, feed my pet, protect, teach, carry

#### Grammar

**Grammar I** time phrases with before and after

**Resources** Workbook p. 25; Audio CD TR: 32; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 3.4

**Materials** markers; colored pencils; scissors

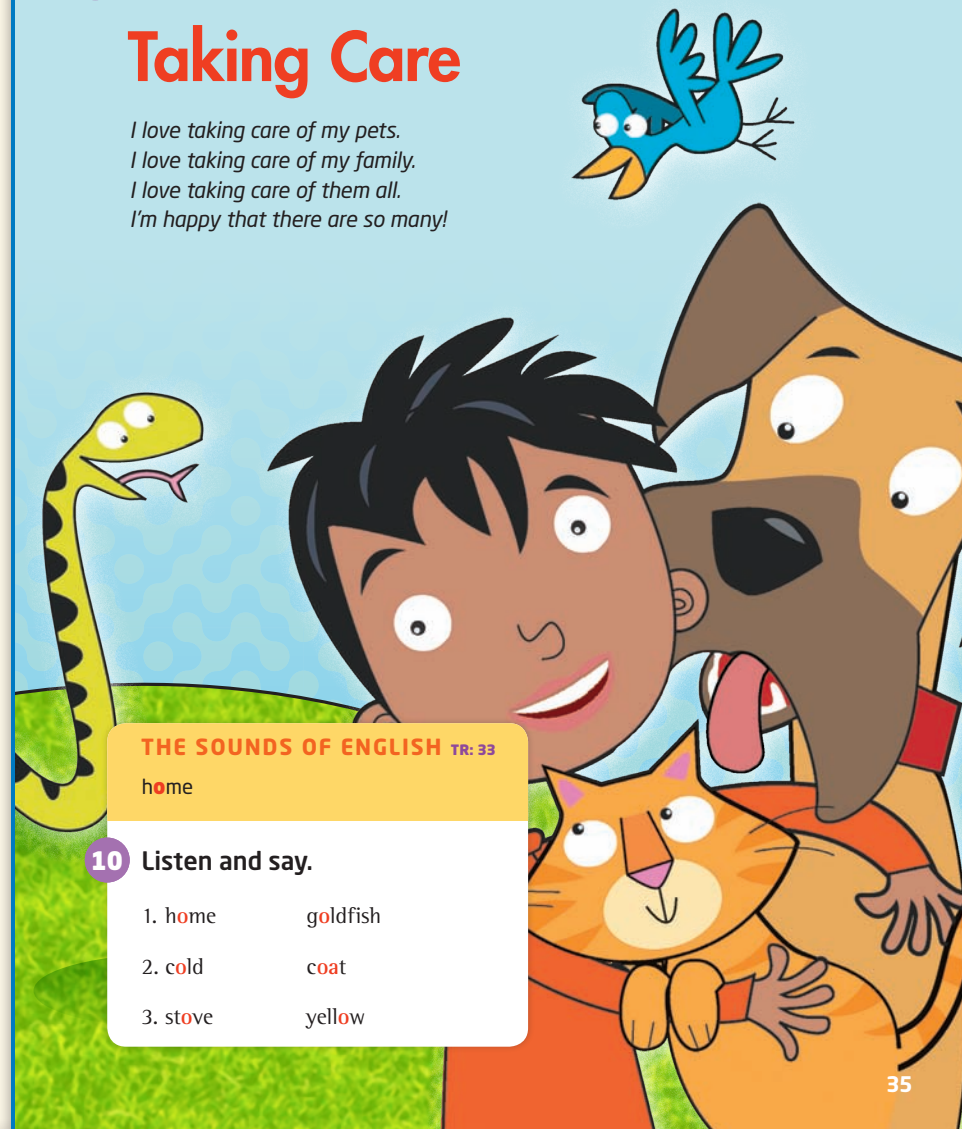
### The Sounds of English

**Resources** Workbook p. 25; Audio CD: TR: 33; Classroom Presentation Tool: The Sounds of English; Picture Cards 124, 154, 217, 245, 254, 357, 394, 453; The Sounds of English Card 41

9 Listen. Read and sing. TR: 32

## Taking Care

I love taking care of my pets.  
I love taking care of my family.  
I love taking care of them all.  
I'm happy that there are so many!



10 Listen and say.

- |          |          |
|----------|----------|
| 1. home  | goldfish |
| 2. cold  | coat     |
| 3. stove | yellow   |

## Use the Song 9

- Say *Open your books to pages 30 and 31. We've talked about how to care for others. What are some more ways we care for others?* Introduce and act out new "care for" words students will hear in the song, such as, *comb, wash, brush, read.*
- Say *Now, turn to page 35. Ask What animals do you see? Point to the cat. Say Raise your hand if you have a pet cat. Ask How do you care for your cat?*
- 9 Say *We're going to listen to a song about caring for animals and people.* Play the first verse of TR: 32 as students listen. Then play the verse again and have students read along in their books.
- Call on a student to read the last line of the first verse aloud: "I'm happy that there are so many!"

Ask *Does the boy have a lot of pets or just one?* (a lot) Ask *Do you think his family is big or small?* (big) Tell students the rest of the song tells about the animals and people the boy takes care of. Draw a chart on the board like the one below. Ask *What animals and people do you think will be in the rest of the song? Let's list some.* Work with students to fill in the chart.

Animals		People	
cat	snake	mother	brothers
dog	hamster	father	grandmother
bird	goldfish	sisters	grandfather

## Extend

- Say *Now we'll listen to the whole song.* Complete lyrics are on Student Book p. 94. Play TR:32 all the way through. After students listen to the song a second time, revise the animals and people in the chart on the board to match the song. Then ask *How does the boy care for his cat?* (He combs his cat.) *How does the boy care for his sister?* (He reads to his sister.) Repeat with the remaining animals and people.
- Pair students. Assign pairs an animal or person from the song. Say *Draw a picture to show how the boy in the song takes care of your animal or person.* For example, students may draw a snake getting a bath.
- When students complete the drawing activity, have them display their drawings. Play the song again (TR: 32) and have students sing along. Say *When you sing the name of your person or animal, hold up your drawing.*

## The Sounds of English: /ou/ as in home 10

- 10 Show Picture Cards or pictures of a *goldfish*, a *stove*, and a *coat*. Ask *What's this?* Have students reply *It's a (goldfish).* Repeat the word slowly as you write it on the board in large letters. Do the same for each word. Next, say *goldfish* and underline the letter o in the word. Do the same with *stove*. Say *The letter o can stand for the /ou/ sound.* Then say *coat* and underline the letters oa in the word. Say *The letters oa also can stand for the /ou/ sound.*
- Have students look at page 35 in their books. Play item 1 from TR: 33. Have students listen and repeat. Do the same for items 2 and 3. You may want to play the audio a second or third time.
- To check understanding, display Picture Cards or pictures of known items such as a phone, a globe, a nose, a boat, a goat, and a loaf of bread (in addition to a coat, a goldfish, and a stove). Say *Look and listen. Stand up when you hear the /ou/ sound.* Hold up a picture (a stove) and say (*stove*) twice. Students should quickly stand and say the word. Hold up a few pictures without the target sound as well. Students should stay seated if they don't hear the sound. Gradually increase the pace.
- If students stand in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

## Be the Expert

### Our World in Context

Dogs are one of the two most common pets in the world. Cats are the other. There are over 400 breeds of dogs kept as pets. Humans who lived 12,000 years ago owned dogs as pets! Ancient drawings of dogs have been found on Spanish cave walls, Egyptian tombs and buildings, and traditional Chinese pottery.

### Teaching Tip

**Classroom Management** Singing songs can be a great way to boost class energy or offer a change of pace. When your students show signs of fatigue during a lesson, do a song activity as a way to refresh their energy.

### The Sounds of English Cards

You can use The Sounds of English Card 41 to teach the /ou/ sound. Audio for this card is available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet 3.4.



## Reading

### Objectives

- Students will
  - explain how people help whooping cranes fly to warm areas.
  - outline a sequence of events.
  - compare by using a diagram.

**Reading Strategy** Identify Sequence of Events

**Academic Language** *order*

**Content Vocabulary** *generation, journey, whooping crane, wingspan*

**Resources** Workbook pp. 26–27; Audio CD TR: 34; Classroom Presentation Tool: Reading; Teacher's Resource CD-ROM: Graphic Organizers (Venn diagram)

**Materials** ruler, meter stick, or measuring tape

### 11 Listen and read. TR: 34

## My Mom, the Airplane

There are not many whooping cranes in the world. People have to protect these birds and help them live safely. Luckily, there are some special places in North America where people protect the whooping crane's eggs. They also take care of the baby cranes.

These baby cranes have no mothers to teach them, so they follow a scientist who wears a crane suit. Then they learn to follow a small airplane. They listen to the airplane, too. Soon they're happy to fly with the airplane—they think the airplane is their mother!



whooping crane



All birds come from dinosaurs!

### 12 Compare. Work with a partner.

How are airplanes and birds alike?

How are birds and dinosaurs alike?



36

- Say *We're going to listen to the reading again. Pay attention to the order. What happens first? What happens next?* Play TR: 34.

Pause at the end of each paragraph to ask questions such as

**Paragraph 1:** *Are there lots of whooping cranes in the world? Where are some whooping crane eggs protected?*

**Paragraph 2:** *Do the baby cranes first follow an airplane or a scientist? Who do the cranes think the airplane is?*

- Graphic literacy** Point to the diagram on p. 36. Say *This diagram shows the wingspans of a whooping crane and a parrot.* Hold your arms open to show *wingspan*. Say *The wingspan of a parrot is 46 cm.* Ask *What's the wingspan of a whooping crane?* (244 cm or 8 ft) *Which has a longer wingspan?* (the whooping crane) Demonstrate 244 cm and 46 cm with a measuring tape.

## Practice

List the following sentences on the board: *The cranes follow an airplane. People protect the whooping cranes' eggs. The cranes follow a scientist in a crane suit. The cranes fly on their own.*

- Say *First, people protect the cranes' eggs.* Write the number 1 next to that sentence. Ask *What happens next?* Have students scan the Reading again to find the next step. Have them tell you how to number the remaining sentences in order.
- Write each sentence on a strip of paper. Have groups arrange the strips of paper and read the sentences aloud in the correct order.

## Apply 12

- Point out the photo of the whooping crane at the top of the page and the cranes flying next to the plane. Then point to the Venn diagram on the board. Ask *How are the cranes and the plane alike?* (They both fly; The birds have two wings, and the plane has one big wing.) Add any additional responses to the diagram.
- Write their responses on the board.
- 12 Pair students. Read the Activity 12 directions and the sentences below the directions aloud. Have pairs talk about the two questions. Review the information on the board if students need help.

## Wrap Up

- Ask students to think of three things they did yesterday and list them in sequence. If time allows, have students draw a picture to represent each activity.

## Be the Expert

### About the Photo

In 2001, scientists in the U.S. state of Wisconsin collected whooping crane eggs from captive cranes in research centers. They taught the baby birds to follow a small ultralight airplane. This photo shows whooping cranes flying with an ultralight.

### Reading Strategy

**Sequence of Events** As students read, have them keep in mind key questions such as *What happens first? What happens next? What happens last?* Review the terms *then, soon, before, and when.* These words are commonly used to show a sequence of events. Have students look out for the words *then* and *soon* as they read.

### Our World in Context

The Arctic tern is a small white bird that lives in Greenland. It makes the longest migration in the world. A migration is the journey an animal makes from one geographic location to another, often for feeding or nesting purposes. The Arctic tern flies from Greenland to Antarctica and then returns to Greenland. The Arctic tern flies a total of 71,000 km (44,120 mi).

### Formative Assessment

Can students

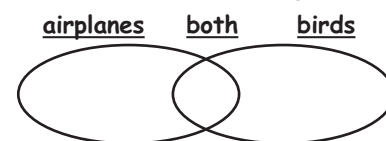
- tell how people help whooping cranes learn to fly?
  - Ask yes / no questions such as *Do the cranes think the airplane is their father? Does the airplane follow the baby cranes?*
- outline a sequence of events?
  - Have students arrange the following sentences in order:
    - The cranes follow the airplane. The cranes fly on their own. People protect the cranes' eggs.*
- describe the wingspan of a whooping crane and a parrot?
  - Ask *Which bird's wingspan is 244 cm? Which bird's wingspan is 46 cm?*

## Warm Up

- Activate prior knowledge** Write *mom* on the board. Explain that *mom* is another way of saying *mother*.
- Say *Animals have moms, just like we do. Let's talk about one kind of animal with a mom.*
- Wave your arms up and down as if flapping your wings. Ask *What animal am I?* (a bird) Say *Mom birds take care of their babies. They feed them and protect them, and they teach them to fly.*

## Present 11

- Direct students to p. 36. Ask *What do you see in the picture?* (a plane, birds) Ask *How are airplanes and birds the same? How are they different?* List students' answers in a Venn diagram.



- 11 Say *We're going to read about some birds called whooping cranes that don't have mothers. We'll learn how people teach them to fly.* Play TR: 34 as students read along.

## Value

**Value** Take care of others.

**Objective**

Students will

- talk and write about taking care of others.

**Resources** Values Poster

**Related Vocabulary**

beak, wings

# Take care of others.

Sometimes other people need your help. Be caring.

How can you take care of others?

NATIONAL GEOGRAPHIC

Emperor penguin with chick

37

## Value

- Have students look at the photo and caption on p. 37. Say *This is an Emperor penguin and its baby, or chick. A penguin feeds its chick.* Ask *What's another way a penguin cares for its chick?* (protects it, teaches it, keeps it warm)
- Read the text on p. 37 aloud. Explain that *Be caring.* means "help and take care of others."
- Ask a student to read the question at the bottom of the page aloud. Have students brainstorm ways they have learned to care for others. Write their responses on the board.
- Group students and have them talk about how they can care for others. Then form new groups and have students share what they talked about.

## Give the Unit Quiz

- Hand out the Unit 3 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to pictures on p. 104. Say *Look at these pictures.* Point to letters. Say *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play the example from **TR: AB32.** (She hugs her grandmother.) When students have written a letter, ask *What letter did you write?* When students respond with the letter *B*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB32.**
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use *before* or *after*.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Look. Complete the sentences.)
- Say *Now listen to an example. Look at the picture. Write the missing words to complete the sentence you hear.* Play the example from **TR: AB33.** *This vet takes care of a tiger.* When students have completed the sentence, say *What sentence did you write?* Begin the quiz when students respond with *This vet takes care of a tiger.* Say *Let's begin.* Play the rest of **TR: AB33.**
- **Speaking instructions** Point to the images at the top of p. 124. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example. Her name is Maria.* Point to the girl in the images. Ask *What does Maria do in the morning?* Point to picture labeled 8:15 A.M. Say *She makes her bed.*
- See p. 129 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 104–105, 124, 129, 133, 136; Assessment Book Audio CD TR: AB32, AB33

## Be the Expert

**Testing Tip**

**Be prepared.** Before any test, think about what will be needed for the testing situation. Bring extra pencils, scrap paper, and erasers. Plan for what students will do after the test while other students are finishing. Bring English magazines or reading materials that students can use after they finish their tests.

Write all of the directions and guidelines on the board before the testing session and state them verbally so that testing procedures are clear to all students.

**Assess Unit Objectives**

Ask questions such as the following:

- *What do you do before school?*
- *How do you help at home?*
- *When do you eat dinner? Do you always eat dinner at that time?*

**Project** For a theme-related closing activity, direct students to the Unit 3 Project Worksheet.



## Video

**Vocabulary 1** a goldfish, a hamster, feed my pet, carry, protect, teach, hug, take care of my pet

**Vocabulary 2** make my bed, have a snack, take a shower, do my homework, come home

**Grammar 1** time phrases with *before* and *after*

**Grammar 2** adverbs of frequency

**Song** *Taking Care*

**Viewing** caring for others

**Story Time** *Caring for Elephant Orphans*

**Resources** Student Book pp. 28–34; Teacher’s Resource CD-ROM: Graphic Organizers (Three-column chart, Venn diagram)

### Before You Watch

- Play the introduction to the video.
- Point out the new hosts of the video, Ellen and Sofia. Say *This video is about taking care of pets.* Ask *Do you have any pets? How do you take care of your pets?*

### While You Watch

- As they watch the video, have students listen for words that describe caring. Have them sort the words into a three-column chart. Label the columns **Care for Other People**, **Care for Pets**, and **Care for Myself**.
- Ask *How can you care for your pet?* (feed my pet) Have students write this phrase in the **Care for Pets** column. Some vocabulary items may belong in more than one column.

### After You Watch

- Have students form groups of three or four. Ask *Did you write the same things as your group members?* Have students compare what they listed in their charts.



### Zoom In

#### Vocabulary

- Fast-forward through Vocabulary I. Stop at the images in the picture frames. Say each vocabulary item and have students use it in a sentence.

#### Grammar

- Say *Listen for the words before and after.* While viewing Grammar I, pause and ask comprehension questions such as *What does Jasmine do after breakfast?* (go to school)
- Write *always*, *sometimes*, and *usually* on the board. Say *Listen for these words. List what Laurie always, sometimes, and usually does.*

#### Song

- View the Song segment. Have students form groups. Assign each group a verse. Play *Taking Care (TR: 32)* again. Have each group sing its assigned verse.

#### Viewing

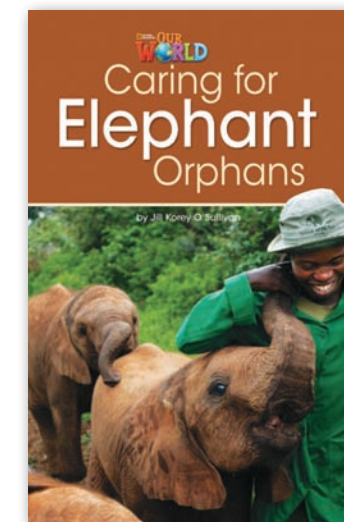
- Draw a Venn diagram labeled **Animals**, **People**, and **Both**. Play the animal section of the viewing. Ask *How do animals take care of their babies?* Write responses. Watch the second portion and ask and record responses. Ask *What do both humans and animals do?* Write answers in the center.

#### Story Time

- View Story Time. Pause the video and ask questions such as *How do the babies feel when they arrive at the orphanage?* (They’re scared.)

### Caring for Elephant Orphans

Elephants in Africa are in trouble. Some lose their land to people. Some lose their families to hunters. But there is a special place in Kenya where people take care of orphan elephants.



### Before You Read

- **Activate prior knowledge** Say *How do humans take care of whooping cranes that do not have moms?* (teach them to fly) Say *Humans also care for elephant babies that don't have moms.*
- **Introduce the strategy** Say *A cause tells why something happens. An effect is what happens.* Say *My goldfish is hungry. I feed my goldfish.* Ask *Why do I feed my goldfish?* (because it's hungry) Write *Cause: My goldfish is hungry. Effect: I feed my goldfish.*
- Say *As we read, let's use charts to organize causes and effects.* Distribute copies of the Two-column chart to students. Draw a two-column chart on the board, labeled **Cause** and **Effect** with an arrow from left to right between them. Have students copy the labels and the arrow on their charts.
- Say *As we read, we can write causes and effects in the chart.*

### While You Read

- As students read, ask the following questions. Then ask *Is this a cause? Is it an effect?*
  - p. 3: *What's the cause of the problem?* (Some people harm elephants.) *What is the effect of the problem?* (Baby elephants become orphans.)
  - p. 9: *Why do keepers sleep next to baby elephants?* (Elephants cry if they're alone. Cause.)
  - p. 11: *What's one reason elephants come back to visit keepers?* (They want to say hello. Cause.)

### After You Read

- Pair students. Say *Reread the story and find causes and effects. Write them in your charts.* Have partners share with the class.

## Unit 3 Reader

**Text Type** nonfiction article

**Vocabulary** help, protect, take care, feed

**Grammar** use time phrases with *before* and *after*; use adverbs of frequency

**Reading Strategy** Cause and Effect

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart)

**Materials** World Map Poster

**Related Vocabulary**

*cuddle, play with, clean*

## Be the Expert

### Our World in Context

Asia and Africa are the only two continents with wild elephant populations. African elephants are larger and have bigger ears than Asian elephants. For thousands of years, humans have used Asian elephants to help them travel, work, and move or lift heavy things. African elephants, though, are usually found only in the wild.

### Reading Strategy

**Cause and Effect** The relationship between causes and effects can be described with the word *because*. This word helps students see the connection between causes and effects: *Keepers sleep with elephants at night because \_\_\_\_\_.* (the elephants cry if they're left alone)

### Text Background

This Reader focuses on Kenya, a country in East Africa. Most orphaned elephants come to Tsavo National Park in southern Kenya. These elephants usually live with their keepers at the orphanage for eight to ten years. Then the orphans join one of the elephant families living in the national park.

Student Book

TR: 27 Unit 3. 1 Listen and read.

We care for each other and we care for animals. We help in many different ways.

carry; help; hug; teach; feed my pet; a goldfish; take care of my pet; a hamster; protect

TR: 28 2 Listen and say.

carry	A lion mother carries its baby.
help	I like to help my friends.
hug	I like to hug my grandma.
teach	My mom teaches me to ride my bike.
feed my pet a goldfish	I like to feed my pet. I feed my goldfish after school.
take care of my pet	I take care of my pet after school.
a hamster	I have a hamster called George.
protect	Elephant mothers protect their babies.

TR: 29 Grammar

What does she do before breakfast? She gets dressed before breakfast.

What does he do after school? He feeds his bird after school.

TR: 30 5 Listen and say.

take a shower	I take a shower at 7:30.
make my bed	I make my bed at 8:15.
come home	I come home at 3:20.
have a snack	I have a snack at 3:45.
do my homework	I do my homework at 5:00.

TR: 31 Grammar

I never eat lunch at 12:30. I sometimes eat lunch at 12:30. I usually eat lunch at 12:30. I always eat lunch at 12:30.

TR: 32 9 Listen. Read and sing.

Note: Lyrics for the song *Taking Care* are on Student Book p. 94.

TR: 33 10 The Sounds of English /oʊ/ home Listen and say.

1. home; goldfish 2. cold; coat 3. stove; yellow

TR: 34 11 Listen and read. My Mom, the Airplane

There are not many whooping cranes in the world. People have to protect these birds and help them live safely. Luckily, there are some special places in North America where people protect the whooping crane's eggs. They also take care of the baby cranes. These baby cranes have no mothers to teach them, so they follow a scientist who wears a crane suit. Then they learn to follow a small airplane. They listen to the airplane, too. Soon they're happy to fly with the airplane—they think the airplane is their mother!

Workbook

TR: 17 Unit 3. 1 Listen and write. Then listen again. Read and match.

1. Child: I help my grandmother. 2. Boy: I feed my goldfish. 3. Adult: An animal mother can protect her baby. 4. Girl: I hug my mother. 5. Boy: I carry the baby. 6. Boy: I teach my brother the ABCs. 7. Girl: I take care of my bird.

TR: 18 3 Listen. Match. Draw lines.

1. Girl: What do you do after school?  
Boy: I help my mother after school.  
2. G: What do you do before breakfast?  
B: I feed my cat before breakfast.  
3. B: What do you do after breakfast?  
G: I hug my grandmother after breakfast.  
4. G: What do you do before school?  
B: I take care of my brother before school.

TR: 19 4 Listen and write.

1. I make my bed before breakfast. 2. I take a shower after breakfast. 3. I come home before dinner.

4. I have a snack after school. 5. After my snack, I do my homework.

TR: 20 7 Listen. Draw lines to match.

1. She sometimes helps at home at five thirty. 2. She always has a snack at three fifteen. 3. He never takes a shower at six thirty. 4. She usually does her homework at four forty-five. 5. He usually makes his bed at eight o'clock. 6. He sometimes comes home at three forty-five.

TR: 21 11 Listen and read. Can you say these fast?

1. I slurp soup and sodas at six sixteen. 2. Meena makes many milk shakes in the morning. 3. Before four, fix the fifteenth flower vase.

TR: 22 12 Listen to the song. Read and underline.

Note: Lyrics for the song *Taking Care* are on Student Book p. 94.

TR: 23 13 Listen. Which words have a sound like the o in home? Draw a line to connect the pictures.

1. cold; cold 2. stove; stove 3. robot; robot 4. goldfish; goldfish 5. coat; coat

TR: 24 15 Listen and read.

The Daily Lives of Animals

People and animals usually live in different ways. They eat, sleep, and take care of babies differently.

The koala lives in Australia. It only eats eucalyptus tree leaves at night. The koala sleeps in the morning, afternoon, and evening. It sleeps more than fifteen hours a day! It has a small baby that grows in its mother's pouch.

The great white shark lives in oceans all over the world. The great white shark never stops swimming. It always eats and never sleeps. The mother doesn't take care of its babies. The babies swim away from their hungry mother!

Answer Key

Student Book

Unit Opener SB p. 28

tiger, smiling

5 SB p. 33

1. T 2. F 3. T 4. F 5. F

7 SB p. 34

1. never 2. always 3. usually 4. usually 5. sometimes

12 SB p. 36

Sample answers: Airplanes and birds have wings; they can both fly. Birds came from dinosaurs; some dinosaurs had wings and flew.

Workbook

Go to pp. 209–210 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about exploring a town and giving directions.

### Content Objective

- Students will
- identify and discuss different places in a town.

### Language Objectives

- Students will
- ask for help.
  - give directions.
  - talk about their towns.

### Vocabulary

**Vocabulary 1** a bakery, a restaurant, a park, a hospital, a museum, a supermarket, a train station, a toy store, a movie theater, a police station

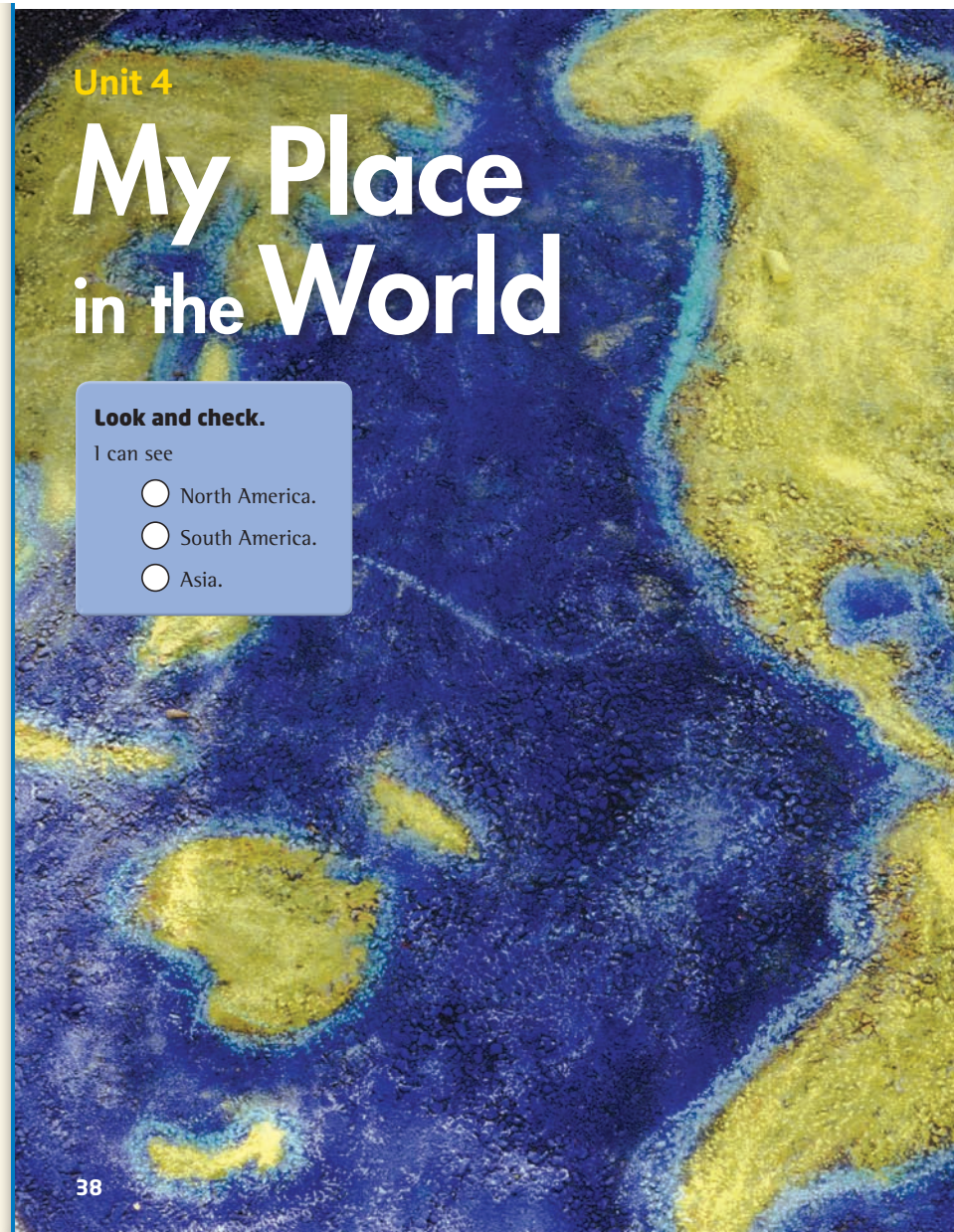
**Vocabulary 2** a library, a swimming pool, a mall, a zoo, a stadium

### Grammar

- Grammar 1** ask for help with *can*  
**Grammar 2** give directions with an imperative + adverb

### Pacing Guides L3U4

**Value** Explore your town.



38



39

## Be the Expert

### Our World in Context

Long ago, most of the land masses on Earth were joined together. They were surrounded by one ocean. Over time, this land mass split up and became the seven continents we have today: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

### Teaching Tip

Brainstorming is a good way to introduce content. To help students brainstorm, write a one- or two-word description of the topic on the board. A visual cue will help students stay focused.

Before beginning the brainstorming session, tell students that they should avoid saying negative things about anyone's ideas. Be encouraging during the session and make sure all students have a chance to share their ideas.

## Unit Opener

### Objectives

- Students will
- discuss a photo.
  - identify parts of a photo.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

**Materials** globe

**Related Vocabulary**  
*continent*

## Introduce

- **Brainstorm** Ask *What are some places you know?* (home, school, playground) Write students' responses on the board. Encourage them to also name places they've visited in different parts of the country or world.
- Say *The name of our next unit is "My Place in the World."* Say *Look at the photo on pages 38 and 39. The girl is drawing the world. Say You're going to draw pictures of the world, too. What do you need to show?* Have students brainstorm what goes on a map. (land, water, countries)
- Give students time to draw their own pictures of the world. Have them label what they know.

- Ask questions such as the following:
  - What do you see in the photo?* (a girl, chalk, a drawing of the world, the ground)
  - What's the girl doing?* (drawing the world)
  - What's the girl drawing on?* (the ground)
  - How do you know?* (I see the ground. It looks like a street.)
- Point to the blue areas of the map. Say *The color blue shows the water on Earth.* Point to the green areas of the map. Say *The color green shows the land.* Say *The girl's picture shows oceans and land.* Ask *Does the real world have oceans and land?*
- Guide students through the activity on p. 38. Read the name of each continent aloud and have the class repeat after you. Have students point to where they think each continent is on the drawing. Guide them in pointing out Europe, Africa, and Australia. Then use a world map or globe to confirm the correct answers.



# Vocabulary 1

## Objective

- Students will
- identify and use nouns related to places.

**Vocabulary** a bakery, a restaurant, a park, a hospital, a museum, a supermarket, a train station, a toy store, a movie theater, a police station

**Content Vocabulary** town, village

**Resources** Workbook p. 28; Audio CD TR: 35–36; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart); Activity Worksheet 4.1

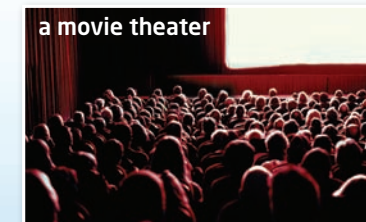
## 1 Listen and read. TR: 35

## 2 Listen and say. TR: 36

You can find the places in these photos in most cities. Do you have these places where you live?



40



## 3 Work with a partner. Describe and guess. Use these words.

- a doctor   a toy car   food   movies  
paintings   bread   a police officer



41

# Be the Expert

## Vocabulary Strategy

**Compound Words** Compound words are made up of two smaller words. The two words have a single meaning when used together. Some compound words are written as a single word, for example, *notebook*. Other compound words, such as *orange juice*, are written as two words. Both kinds of compound words are used in the lesson (*supermarket, train station, toy store, movie theater, police station*).

## Formative Assessment

Can students

- identify and use nouns related to places?
- Point to a photo of a place and ask *Is this a (museum) or a (train station)? What can you see at this place? What can you do there?*

**Review** For additional practice, direct students to Activity Worksheet 4.1.

## Warm Up

- **Activate prior knowledge** Ask *What can you do in your town? What places can you go to? What can you do there?* Say *Today we're going to learn words about places. Think about the places you go to.*

## Present

- Say *Open your books to pages 40 and 41. Look at these photos of places.* Point to each place and say its name. Then have students repeat after you.
- Say *Look at the photos again.* Ask questions: *What can you do at a supermarket?* (buy food) *Which place helps sick people?* (hospital) *Which place helps keep people safe?* (police station)

- Ask *What places do you go to in your town? What places do you like? What places don't you like?*
- For students who need more support, ask Yes/No questions such as *Do you like the toy store?* or provide sentence frames such as *I like \_\_\_\_\_.* *I don't like \_\_\_\_\_.*

## Practice 1 2

- **1** Say *We're going to read and hear about places to go. Read the paragraph on page 40 and the words on pages 40 and 41 as you listen.* Play **TR: 35.**
- Discuss the paragraph and photos. Ask questions: *Where can you find these places?* (most cities) *Do small towns and villages have interesting places?* (yes)

*Which of the places in the photos can you find in most towns and villages?* (supermarket, park, movie theater, bakery, etc.)  
*What photo shows people near a train?* (train station)  
*Where do people go to eat a meal?* (restaurant)

- **2** Say *Now we're going to hear words. Then we'll listen to sentences with those words. Say each word and sentence after you hear it.* Play **TR: 36.** Have students repeat each word and sentence.
- Put students in groups of three or four. Assign two or three vocabulary words to each group. Have groups write their own sentence for each word. Then have one student from each group read the sentences out loud.

## Apply 3

- **3** Model the dialogue on p. 41 with a student. Then pair students. Say *Tell about a place. Use the words listed below Activity 3 on page 41. Have your partner guess the place. Say complete sentences. Take turns until you have used all the words.*

## Wrap Up

- Say *Let's play a game. I'll draw a picture on the board from a place we learned about. Use the picture to guess the place.* Model the activity. Draw a tree and a bench or swing on the board. Students should identify *a park* as the correct place. Repeat with other vocabulary words. Then have students come up to the board and draw a picture clue.



# Grammar 1

## Objectives

- Students will
  - ask for help with *can*.
  - answer requests for help with *can*.

**Grammar** ask for help with *can*

**Content Vocabulary** *across, behind, next*

**Academic Language** *request*

**Resources** Workbook p. 29; Audio CD TR: 37; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)

## GRAMMAR TR: 37

Can you help me? Sure. How can I help?



**4 Work with a partner.** Ask and answer.



42

## Warm Up

- Recycle** Review vocabulary from Unit 3. Write *help* on the board. Ask *What are ways we can help our family?* (hug, teach, carry) Have students think of other ways family members help one another. Write responses on the board.

## Present

- Contextualize** Ask *What are some words we learned for places?* (a hospital, a park, a police station) *Do you know where these places are in your city or town?* Then say *Think about a new person in town. She needs to find the train station. What can she do?* (ask for help)
- Point out the Grammar box on p. 42. Say the questions out loud or play **TR: 37**.

- Model** Say *When we need help, we can ask, "Can you help me?"* Model how to ask for help finding a place. Say *I'm a new student at school. I can't find my classroom. I see a teacher. I can ask her "Can you help me, please? Where's the classroom?"* Point out that it's polite to say *please* when asking for help.
- Write the following on the board:

Can you help me, please?  
Where's the \_\_\_\_\_?

- Arrange students in pairs. Say *Think of a place at school. Write it on a piece of paper. Now pretend you're new at school. You can't find the place on your paper. Ask your partner for help. Use the questions on the board.* Have students role-play their dialogue.

## Practice 4

- Have students look at the map below the Grammar box on p. 42. Ask *What places are on the map?* (park, hospital, police station, supermarket, museum, restaurant, theater)
- Point out the picture of the boy asking the girl for help. Ask *How does the boy ask for help?* (He says "Can you help me?") Ask *What question does the boy ask?* (Where's the supermarket?) *What does the girl tell the boy?* (It's next to the police station and across from the theater.) Tell students to use the directions to point to the supermarket in their books.
- Demonstrate *next to*, *across from*, and *on the corner of*. Have two students stand near each other to demonstrate *next to*. Then have several students form two lines. Point out students standing *across from* one another in line. Finally, using the map on p. 42 as a guide, draw First Street and Main Street on the board.
- Draw the hospital and the police station. Say *The hospital is next to the police station.* Then point to the corner where First Street and Main Street intersect. Say *Another way to describe the hospital's location is to say "It's on the corner of First Street and Main Street."*
- 4** Have partners do Activity 4 on p. 42. When students have finished, have a student from each pair read one question and answer aloud. If students are having difficulty, review the vocabulary words.

## Apply

- Have students tell about places in their city or town. Model by giving examples of places found where you live. Say *My town has a police station and a supermarket. It doesn't have a museum.* For students who need support, use Yes/No questions such as *Does your town have a hospital? Does it have a park?* Have students review the photos on pp. 40–41 for more ideas.
- Pair students and have them use the model on p. 42 to ask and answer questions about where they live. Remind them to use *can*.

## Wrap Up

- Say *Let's play a game about things in the classroom.* Ask a student about the location of a classroom item. For example, say *Can you help me, (Hyo)? Where's the chalkboard?* The student answers by saying *Yes, I can help you. The chalkboard is at the front of the classroom.* The student who answers then asks another student about a new object.

# Be the Expert

## Grammar in Depth

The words *can* and *may* are helping verbs. In declarative sentences, *can* often indicates an ability to do something. For example, *You can read.* means you have the ability to read. *May* often expresses permission or possibility. For example, *You may read.* means that you are allowed to read, or that reading is a possibility. However, either *can* or *may* can be used in response to a request for help: *How can I help? How may I help?*

## Teaching Tip

Students may have different learning styles. For example, some students learn best when information is presented visually. Some students need information verbally, while others may need to write it down. Still others may benefit from performing hands-on activities, or activities involving physical movement. Be sure to include a variety of visual, verbal, written, and movement activities in your class to support different learning styles.

## Formative Assessment

- Can students
- ask for help with *can*?  
Present students with the following scenario: *Imagine you need bread but can't find the bakery. What do you say to ask for help?* Have students use *can* to form their requests.
  - answer requests for help with *can*?  
Ask questions such as *What do you say to the person asking you for help?*



## Vocabulary 2

### Objective

- Students will
- identify and use more nouns related to places.

**Vocabulary** a library, a swimming pool, a mall, a zoo, a stadium

**Content Vocabulary** favorite

**Resources** Workbook p. 30; Audio CD TR: 38–39; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 4.2; Picture Cards 383–387

### 5 Listen and say. Read and write. TR: 38



a library



a swimming pool



a zoo



a mall



a stadium

- Min wants to go to the \_\_\_\_\_.  
She loves the crocodiles and the monkeys.
- Aziz wants to go to the \_\_\_\_\_.  
He likes to see his favorite soccer team.
- Janica wants to go to the \_\_\_\_\_.  
She has a new bathing suit.
- Mounira wants to go to the \_\_\_\_\_.  
She wants to buy some new clothes.
- Leo wants to go the \_\_\_\_\_.  
He wants to read some books.

### 6 Listen and stick. TR: 39

Monday

Tuesday

Wednesday

Thursday

Friday

43

- Say *Look again at the photos of places on page 43.* Ask students questions such as these:  
*What place has a panda?* (a zoo) *Do you think this place has other animals?* (yes) *What other animals are there?* (lions, giraffes, zebras, etc.)  
*What place has water?* (a swimming pool) *What do people do there?* (swim)  
*What place has books?* (a library) *Can you read books at this place?* (yes)  
*What place has people walking inside?* (a mall) *What do they do there?* (buy things)  
*What place has many people sitting?* (a stadium) *What do you think they do there?* (watch games)
- Point out the new word *favorite* in item 2. Say *Your favorite thing is the thing you like best. My favorite food is pizza.* Ask *What's your favorite food?*
- Read item 1 out loud. Ask *What does Min love?* (crocodiles and monkeys) *What place has these things?* (a zoo) Have students write the answer to item 1. Then have them complete items 2–5. Use this activity to see if students understand the vocabulary.  
✔ Walk around the room to check students' work. If students are having trouble completing the sentence frames, give them more examples as clues.

### Apply 6

- Point to *Monday* in the first box. Say *Monday is a day of the week.* Have the class say *Monday* out loud. Then say the other four days of the week out loud. Have students repeat each one after you.
- 6 Say *Let's do a sticker activity.* Assign partners. Say *Listen for a day of the week. Then put a sticker in the right box.* Play TR: 39. Check partners' work. Each box should have one sticker in it.

### Wrap Up

- Write each vocabulary word on the board. Leave space below each word. Point to each vocabulary word and have students say it out loud. Then say *Before we end class today, let's name new things we see in each place.* Encourage students to think of things other than the ones in the book. Examples might include computers at the library, towels at the swimming pool, or elephants at the zoo.

## Be the Expert

### Teaching Tip

To help students remember new vocabulary terms, have them apply the vocabulary to their own lives. Encourage students to choose their favorite place out of the five places listed on p. 43. Have groups discuss their favorite place, when they went there, how often they go, and who they go with.

### Warm Up

- Recycle** Say *Let's talk about the words you learned for places.* Ask *What place has puzzles and games?* (a toy store) *What place has doctors and nurses?* (a hospital) Give clues for other vocabulary words. Each clue should name a person or object in each place.

### Present

- Explain** Say *We're going to learn five new words about places. One place has books to read.* Show students a book. *Another place is for swimming.* Act out swimming. Then say *One place has stores.* *Another place has all kinds of animals. People watch sports at another place.* Ask *Do you know what these places are?*

- Have students open their books to p. 43. Hold up Picture Card 383. Ask *What does this picture show?* (a boy reading a book, books on shelves) Ask *Where is he?* Have students say the vocabulary word out loud.
- Repeat with the other four vocabulary words and Picture Cards. If needed, tell students what the photos of the mall and the stadium show.

### Practice 5

- 5 Say *Now we're going to hear words. Then we'll listen to sentences with those words. Say each word and sentence out loud after you hear it.* Play TR: 38. Have students repeat each word and sentence after they hear it.

### Formative Assessment

Can students

- identify and use more nouns related to places?  
Ask questions such as *Where can you borrow a book to read?* *Where do you see tigers?* *Where do you watch a baseball game?*

**Review** For additional practice, direct students to Activity Worksheet 4.2.



## Grammar 2

### Objectives

- Students will
- give directions.
- give directions with an imperative + adverb.

**Grammar** give directions with an imperative + adverb

**Content Vocabulary** *directions, left, right, straight*

**Resources** Workbook pp. 31–32; Audio CD TR: 40; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 4.3

**Materials** scissors

### GRAMMAR TR: 40

How can I get to the bakery?

Go straight ↑.  
Turn left ← on Third Avenue.  
Turn right → at the supermarket.

### 7 Look at the map below. Follow and write.

- How can I get to the \_\_\_\_\_? Turn left on Summer Street. Go straight. Turn right on Spring Street. It's next to the mall.
- How \_\_\_\_\_? Go straight on Green Street. Turn left on Middle Street. It's on the corner of Middle Street and Second Avenue.
- How \_\_\_\_\_? Go straight on Green Street. Turn right on Middle Street. Turn left on Black Street. It's next to the swimming pool.
- How \_\_\_\_\_? Turn left on Summer Street. Turn right on Second Avenue. Go straight on to Sunny Street. It's next to the book store.

### 8 Play a game. Cut out the cards on page 103. Play with a partner. Ask for directions. Take turns.



44

- Write the following sentence frames on the board:

Go \_\_\_\_\_ ↑  
Turn \_\_\_\_\_ ←  
Turn \_\_\_\_\_ →

- Complete the sentence frames as a class. Remind students to look at each arrow to see where it points.

### Practice 7

- **7** Complete item 1 as a class. Say *Put your finger at Begin here on the map. Follow with your finger as I talk. Go straight on Green Street to Summer Street.* Point to the “straight” arrow on the board. Continue to read the directions in item 1 aloud as students trace the route, pointing to the arrows on the board as needed.
- When you've finished reading item 1 aloud, ask *What place do you see?* (the museum) Say *That's right! The museum is next to the mall.* Have students complete items 2–4. Walk around the room to watch students work.

### Apply 8

- Write the following question frame on the board:

How can I get to the \_\_\_\_\_?

- **8** Put students into pairs. Have partners cut out the cards on p. 103. Say *One student picks a card and reads the place, for example, the mall. Ask your partner “How can I get to the mall?” Your partner will use the map to give directions.* Model the activity with a student. ✓ Observe partners as they play the game. Make sure the student asking for directions uses *How can I get to the (mall)?* Remind students to look at the question frame on the board.

### Wrap Up

- Say *Look at the map on page 44. Some places on the map don't have names. What are they?* (the stadium, the swimming pool, the park) Have students write directions to one or two of them. Remind them to start from *Begin here* on the map. Call on students to read their directions aloud.

## Be the Expert

### Grammar in Depth

An imperative sentence can express a command (*Come here!*) or a request. (*Please keep off the grass*) It can also give instructions or directions (*Take one card from the box.*) The subject of an imperative sentence is the pronoun *you*. However, the word *you* does not actually appear in imperative sentences. It is implied, or understood, for example, when you say *Bring me the book.* rather than *You bring me the book.*

### Warm Up

- **Build background** Put students into small groups. Assign each group a number. Give each group a note card with directions to a location in the classroom. For example, *Walk straight to the front of the room. Then turn left. Walk five steps and stop.*
- Have group members work together to follow your directions. When groups are at their locations, ask *Group 1, where are you?* (the bookshelves) *Group 2, where are you?* (the chalkboard)
- Say *You followed directions to get to a place in the classroom. Directions tell you where to go.* Ask *What directions did you follow?* Have students read their directions aloud.

### Present

- **Explain** Direct students' attention to the Grammar box at the top of p. 44. Play **TR: 40**. Point out *Go straight*. Then point to the arrow next to *Go straight*. Say *The arrow shows the way to go. This arrow points straight up. That means to go straight ahead.*
- Repeat for *Turn left* and *Turn right*. To help students remember *left* and *right*, tell them to form an L with their index finger and thumb on their left hand. Say *L stands for “left.” You use your left hand to make an L.*



## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** a toy store, a supermarket, a park, a bakery, a movie theater

**Vocabulary 2** a library, a zoo, a swimming pool

#### Grammar

**Grammar 1** ask for help with *can*

**Resources** Workbook p. 33; Audio CD TR: 41; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 4.4; Picture Cards 371–372, 374–387

**Materials** drawing paper; colored pencils or markers

**Related Vocabulary** *post office*

### The Sounds of English

**Resources** Workbook p. 33; Audio CD: TR: 42; Classroom Presentation Tool: The Sounds of English; Picture Cards 25, 376, 404; The Sounds of English Cards 23, 31

9 Listen. Read and sing. TR: 41

## A Great New Town

*I'm new in town. I think I'm lost.  
Can you help me find my way?  
I'm new in town.  
Can you help me with my busy day?*

THE SOUNDS OF ENGLISH TR: 42

museum

10 Listen and say.

- |              |           |
|--------------|-----------|
| 1. museum    | music     |
| 2. January   | community |
| 3. beautiful | menu      |



## Extend

- Say *I'm going to play the song again. Listen for the words you have learned in this unit.* Complete song lyrics are on Student Book p. 94. Have students raise their hands when they hear one of the unit terms in the song (*toy store, supermarket, park, bakery, library, zoo, swimming pool, movie theater*). Then have students identify the terms that were not in the song (*museum, hospital, restaurant, train station, police station, mall, stadium*).
- Display Picture Cards 371–372, 374–387 and review them with the class. Then put students in groups and distribute two or three Picture Cards to each group. Play TR: 41 and have groups hold up the corresponding card when they hear one of their words. Play the song again and have groups sing along when they hear their words.

## The Sounds of English: /ju:/ as in museum 10

- 10 Show the Picture Card for *museum* and ask *What's this?* Say *That's right. It's a museum. We go to a museum to see beautiful paintings.* Write *We go to a museum to see beautiful paintings.* on the board and have students read the sentence with you.
- Underline *museum* and *beautiful*, say the words, and have students repeat. Then circle the first *u* in *museum* and *eau* in *beautiful*. Say the two words again, emphasizing the blended sounds the circled letters make. Tell students that different letters can stand for the same sound.
- Say *Now let's listen to words like museum and beautiful.* Play TR: 42 once while students just listen. Then say *Let's listen and say.* Play TR: 42 again and have students repeat the words.
- To check understanding, display the Picture Cards for *museum, computer,* and *beautiful,* as well as pictures or drawings that illustrate common words containing the target sound, for example *music* (sheet music), *January* (the first month from a calendar), *menu, cute* (a baby animal), and *cube* (an ice cube). Also gather cards for words that do not include the target sound.
- Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /ju:/ as in museum.* If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

## Use the Song 9

- Say *There are many places people go in a town.* Have students turn to p. 45. Ask *What places can people go to in this town?* Have students point to each place and say its name out loud. Ask *What can people do in (the toy store)?* Have students name one activity that people do in each place.
- **Set the stage** Say *Ivan is new in town. He doesn't know where everything is. He wants to go to the library.* Ask *What can Ivan do?* (ask for help) Say *Right. He can ask for help.*
- 9 Play the first two verses of *A Great New Town* (TR: 41). When students have listened to the two verses once or twice, ask *How would you answer the person in the song? Yes, I can help you; Sure. How can I help?*
- Put students into groups of three or four. Give each group one of these places to draw: a toy store, a supermarket, a park, a bakery, a library, a zoo, a school, a swimming pool, or a movie theater.
- When students have finished drawing, play TR: 41 all the way through. Tell groups to hold up their pictures when they hear their place in the song. Then have students ask group members for help finding a place.
- Have one student ask *Can you help me? Where's the toy store?* Have the student holding the picture of the place answer *I can help you. Here's the toy store.*

## Be the Expert

### Teaching Tip

Provide opportunities for different students to lead minor activities. Giving students a chance to be leaders can help build confidence, develop motivation, and give practice applying vocabulary. For example, identify students who are musically talented or auditory learners. Encourage them to lead the class in singing the song. Ask them for suggestions on how to perform a song.

### The Sounds of English Cards

You can use The Sounds of English Cards 23, 31 to teach the /ju:/ sound. Audio for this card is available on the *Explore Our World* website.



## Reading

### Objectives

- Students will
- find places on a map.
- talk about their town.

### Reading Strategy Text Features

**Academic Language** *caption, label*

**Content Vocabulary** *machine, satellite, space, weather*

**Resources** Workbook pp. 34–35; Audio CD TR: 43; Classroom Presentation Tool: Reading

**Materials** maps or photos of students' town (optional); colored markers or crayons; construction paper

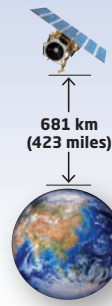
### 11 Listen and read. TR: 43

## Eye in the Sky

Satellites are machines in space that circle Earth. They help us talk to people on the other side of the planet. They can also study the planet's weather.

This satellite is called GeoEye 1. It's the same size as a big car. It takes photos of our planet. These photos can show continents and oceans. They can show streets and houses, too!

### 12 Work with a partner. Talk about your town. You can use a photo or map.



**Seeing it true** A satellite can see an open umbrella from space!



## Practice

- Say *Look at the satellite images on page 46.* Remind students that satellites take photos of continents and countries. Hold up your book and indicate the large background photo. Ask *What does this photo show?* (a map of the world, continents, oceans, countries)
- Focus students' attention on the circled images. Make sure they understand that each circled area is a different view of the same place—the country of Korea.
- List the seven continents on the board:

- |               |                  |
|---------------|------------------|
| 1. Africa     | 5. Europe        |
| 2. Antarctica | 6. North America |
| 3. Asia       | 7. South America |
| 4. Australia  |                  |

- Model finding and labeling places on a map. Say *I know that Antarctica is a cold place covered in ice. I see a big white space at the bottom of the map.* Hold up your book and point it out to students. Say *That's Antarctica. I will write Antarctica there in my book.* Point to the word *Antarctica* on the board and have students write the name on the map in their books. Tell them to use a pen with dark ink.
- Put students in small groups and have them work together to identify and label the continents in their books. When groups are finished, confirm the continents and their locations with the class.

## Apply 12

- Say *Maps help you learn about a place. Look at the words on the map on page 46.* Point to the caption below the image of South Korea at the bottom left of the page. Say *This is a caption. A caption tells you about a photo.*
- Have students read the two captions on p. 46. Talk about the places shown on the satellite photos and how they are different. Ask *What can you see in the photo on the right that you can't see in the one on the left?* (a town, a river, buildings)
- **12** Direct students' attention to Activity 12. Read the directions aloud. Then put students into pairs and have partners complete the activity. If possible, provide maps or photos of students' towns for them to use in this activity.

## Wrap Up

- Say *Before we finish class today, tell me three things you learned about satellites.*

## Be the Expert

### About the Photo

The city shown in the satellite photos is Pohang in South Korea. Pohang is a city on the east coast of the country. It has been home to many small fishing villages since 1500 B.C.E.

In 1930, the city began to grow. The steel industry became an important part of the city's economy. In recent years, the city has encouraged interest in the environment and culture.

### Reading Strategy

**Text Features** Text features are parts in a text that stand out. They help organize the information and make it easy to find. Text features include headings, photos, drawings, captions and labels, maps, diagrams, charts, and tables.

Understanding text features helps students see the "big picture," or what the text is mainly about. Before students begin reading a text, have them look quickly at the text features. Ask them which features they noticed first and why. Ask students to identify what they learned from the feature.

### Formative Assessment

Can students

- find places on a map?  
Show students a world map or globe. Ask them to find certain continents, countries, and so on.
- talk about their town?  
Have students ask their partners questions about their town, such as *Does our town have a library? What street is it on?* They should answer using complete sentences.

## Warm Up

- **Activate prior knowledge** Ask *Where's the sky? Point and show me.* Then have a group of students come to the board. Ask the rest of the class to name things in the sky (cloud, sun, bird). Have the students at the board draw and label what the class names. Say *The sky is very big. There are many things in the sky.*
- Write *satellite* on the board. Say it aloud and have students repeat. Say *Satellites are special machines that go above the sky, into space.*

## Present 11

- **Predict** Say *Open your books to page 46.* Have students read the title out loud. *Look at the photos and read the words. What do you think*

*this Reading is about?* (satellites and photos) Have students write their predictions on paper.

- **11 Read together** Play TR: 43. Have students read along. Ask *What's the Reading about?* Then discuss the predictions students wrote.
- Play TR: 43 again. Ask questions to check comprehension:  
**Paragraph 1:** *What are satellites? What can satellites help us do?*  
**Paragraph 2:** *What's GeoEye 1? What does it do?*
- **Graphic literacy** Draw students' attention to the diagram of the GeoEye 1 satellite on p. 46. Ask *What does the photo show?* (GeoEye 1) Say *This is a satellite. The lines and numbers tell us how far it is from Earth. How far from Earth is the satellite?* (681 kilometers, or 423 miles)



## Value

**Value** Explore your town.

### Objective

- Students will
- talk about exploring their town.

**Resources** Values poster

### Related Vocabulary

*building, tower, vacation, visit*

# Explore your town.

It's fun to find new things and places to explore.



How can you explore your town?

NATIONAL  
GEOGRAPHIC

Shanghai, China

47

## Give the Unit Quiz

- **Listening instructions, Section 1** Point to the pictures on p. 106. Say *Look at the pictures.* Point to the letters. Say *There is a letter on each picture. Write the letter that matches the sentence you hear. Now listen to an example.* Play **TR: AB34.** (There are toys in the toy store.) After students write a letter, ask *What letter did you write?* When students respond with the letter B, begin the quiz. Play the rest of **TR: AB34.**
- After students complete Section 1, read the directions for Section 2 aloud. Ask *What do you have to do?* (Read. Look at the map and write.) Repeat the process for Section 3. (Read. Circle *True* or *False.*) Have students complete Sections 2 and 3 independently.
- **Listening instructions, Section 4** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.) Say *Now listen to an example. Write words to complete the sentence you hear.* Play **TR: AB35.** (Can you help me?) Ask *What sentence did you write?* Begin the quiz after students respond with *Can you help me?* Play the rest of **TR: AB35.**
- **Speaking instructions** Point to the map at the bottom of p. 124. Say *Use the map to answer my questions. Begin here.* Point to the dot above *Begin here* on the map. Say *Now listen to an example.* Ask *How can I get to the hospital?* Point to the hospital. Say *Go straight on Green Street. Turn right on Summer Street. Turn left on Black Street.* As you give directions, show the route on the map.

## Give the Mastery Test

- **Listening instructions, Section 1** For the example on page 116, play **TR: AB44.** Say *It's ice cream.* Correct response: G.
- Confirm understanding of the directions. (2: Look. Complete the sentences. Use words from the box. 3: Complete the questions. Use *do* or *does.* 4: Read. Circle *True* or *False.*)
- **Listening instructions, Section 5** Use the *Listening instructions, Section 4* in the Give the Unit Quiz section above. For the example, play **TR: AB45.** (Can you help me?) Continue the test when students complete the sentence correctly.
- **Speaking instructions** Point to the image at the top of p. 127, and use the following example. Ask *How can I get to the school?* Point to the school. Say *Go straight on Green Street. Turn left on Summer Street. Turn right on Second Avenue.* See page 131 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 106–107, 116–117, 124, 127, 130–131, 133–135, 137–138 Audio CD TR: AB34, AB35, AB44, AB45; Unit 4 Project Worksheet

## Be the Expert

### Testing Tip

**Manage Time** Teach students to pace themselves based on how long the test should take to complete. Even though time is an important factor, remind students not to rush, and to do their best. Also, remind them to keep focused on the test and not to get distracted by one or two difficult questions.

## Value

- Point to the photo on p. 47. Say *This boy is in Shanghai, China.* Ask *What's he doing?* (looking at a tower, holding a toy) *What does the toy look like?* (the tower in the photo)
- Read the two sentences at the top of the page out loud. Tell students that *explore* means to look at something to learn more about it. Say *The boy is exploring his town.*
- Read the question at the bottom of the page out loud. Say *Let's think about how we can explore our town.* Brainstorm with students a list of places to explore in their town. Tell them to think of some of the places they learned about in this unit. Write students' ideas on the board.
- Put students in small groups and have them talk about ways to explore their town. When students have finished, have groups share their ideas with the class.

### Assess Unit Objectives

Ask questions such as the following:

- *Is there a park in your town?*
- *How can I get to the park?*
- *Is there a supermarket in your town?*

**Project** For a theme-related closing activity, direct students to the Unit 4 Project Worksheet.



## Video

**Vocabulary 1** a restaurant, a police station, a hospital, a train station, a toy store, a supermarket, a bakery, a movie theater, a museum, a park

**Vocabulary 2** a mall, a library, a zoo, a stadium, a swimming pool

**Grammar 1** ask for help with *can*

**Grammar 2** give directions with an imperative + adverb

**Song** A Great New Town

**Viewing** places in the world

**Story Time** Country Mouse Visits City Mouse

**Resources** Video: Story Time; Student Book pp. 38–44; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart)

### Before You Watch

- Play the introduction to the video. Say *This video is all about places.* Ask *What are some places you go with your family? What places do you like best?*

### While You Watch

- Hand out a Two-column chart to students. Have them label one column **Inside** and the other column **Outside**. Say *Look and listen for words that name places.* Have students put each word they see and hear into the correct column.
- Say *Name one place that is inside.* (restaurant) Then say *Name one place that’s outside.* (park) Ask *What other places are inside? What other places are outside?*
- Pause the video as necessary to allow students to identify and list words for places. Have them use the images to determine whether the place is inside or outside.

### After You Watch

- Have students review their completed Two-column charts. Say *Choose one inside place and one outside place. Write three things you see in each place.*



### Zoom In

#### Vocabulary

- During the vocabulary segments, pause at each image and have students name the place.

#### Grammar

- Play Grammar 1. *What does the girl say to ask for help?* (Can you help me find my hippo?)
- Play Grammar 2. Freeze on the first caption. Ask *What do the words tell the robot to do?* (Move quickly.) Then have students identify the other commands the robot receives.

#### Song

- Play the song segment. Say *What are some places named in the song?* (post office, toy store, supermarket) Put the class into two groups. Have groups take turns singing each set of lines in the song.

#### Viewing

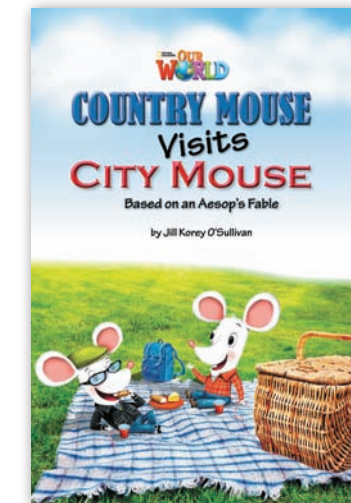
- Play a few seconds of the viewing segment. Freeze on a frame of a place. Ask *What place is this? How do you know?*
- Have students brainstorm ideas for other places to show in the video. Write the ideas on the board. Then have groups of students each write examples of people and things in each place. Have groups read their ideas aloud.

#### Story Time

- View Story Time once with the class.
- Play the story segment again. Pause to ask questions such as *How does Country Mouse get to the city?* (He takes the train.) *What places do Country Mouse and City Mouse visit?* (the museum, the library, the bakery, the park)

### Country Mouse Visits City Mouse

One day, City Mouse invites Country Mouse to visit him in the big city. Country Mouse arrives by train, and City Mouse takes his cousin on a tour of the city. The two mice go to many wonderful places in the city. What does Country Mouse think of the city? Does he miss his country home?



### Before You Read

- **Activate prior knowledge** Ask *What are some places you know? What things do you see in each place? How are these places like where you live? How are they different?*
- **Introduce the strategy** Show students a pencil and a pen. Say *When I compare two things, I tell how they’re alike. The pencil and the pen are both long. Both are for writing.* Then say *When I contrast two things, I tell how they’re different. The pencil is yellow. The pen is blue. The pencil has an eraser. The pen doesn’t. I can sharpen the pencil. I can’t sharpen the pen.*
- Point out the title of the Reader. Say *As we read the story, keep track of how the country and the city are alike and different.* Draw a Venn diagram on the board. Label one circle **Country** and the other **City**. Write **Both** where the circles overlap. Say *We’ll use this graphic organizer to list ways the country and city are alike and different. We can also talk about how characters are alike and different. Look at the picture on the cover. How are the two characters alike? How are they different?*

### While You Read

- Stop after every few pages to compare and contrast the country and the city with students.
  - p. 7: *How is the library like Country Mouse’s bookshelf at home? How’s it different?*
  - p. 8: *How’s the bread at the bakery different from the bread Country Mouse has at home?*
  - p. 9: *What does Country Mouse say about the park? How’s the park like Country Mouse’s home?*

### After You Read

- After finishing the story, look at the completed Venn diagram with students. Have students use the different parts of the diagram to write a short summary of how the country and city are alike and different.

## Unit 4 Reader

**Text Type** fable

**Vocabulary** a train station, a museum, a library, a bakery, a park

**Grammar** ask for help with *can*

**Reading Strategy** Compare and Contrast

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher’s Resource CD-ROM: Graphic Organizers (Venn diagram); World Map Poster

## Be the Expert

### Our World in Context

*Country Mouse Visits City Mouse* takes place in Paris. Paris is the largest city in France, as well as the country’s capital. Located in the north-central area of France, Paris is home to more than two million people.

### Text Background

*Country Mouse Visits City Mouse* is based on a fable credited to Aesop, a legendary storyteller of ancient Greece. Many of Aesop’s original fables end with a moral, or lesson. It’s unclear whether Aesop the person ever actually existed.

### Reading Strategy

#### Compare and Contrast

Comparing and contrasting details in a text helps students better understand parts of a story, such as characters and settings. As students read *Country Mouse Visits City Mouse*, have them look carefully for details describing each place and think about whether the details describe similarities or differences.

## Audio Script

### Student Book

#### TR: 35 Unit 4. 1 Listen and read.

You can find the places in these photos in most cities. Do you have these places where you live?

a bakery; a restaurant; a park; a hospital; a museum; a supermarket; a train station; a toy store; a movie theater; a police station

#### TR: 36 2 Listen and say.

a bakery	You can buy bread in a bakery.
a restaurant	You can eat food in a restaurant.
a park	You can play on the swings in the park.
a hospital	You can see doctors and nurses at the hospital.
a museum	You can see paintings in a museum.
a supermarket	You can find lots of food at the supermarket.
a train station	You can get on a train at a train station.
a toy store	You can buy toys at the toy store.
a movie theater	You can see movies at the movie theater.
a police station	You can see police officers in police cars at the police station.

#### TR: 37 Grammar

Can you help me? Sure. How can I help?

#### TR: 38 5 Listen and say.

a library	He wants to go to the library.
a swimming pool	I want to go to the swimming pool.
a mall	I want to go to the mall.
a zoo	We all want to go to the zoo.
a stadium	They want to go to the stadium.

#### TR: 39 6 Listen and stick.

When do you want to go to the mall? Let's go on Friday.

Do you want to go to the library? I can't today. Let's go on Tuesday.

Do you want to go to the museum? Yes! Let's go on Thursday.

Are you going to the game on Monday? Yes! I'll see you at the stadium.

Do you want to go to the swimming pool today? I can't... Let's go on Wednesday.

#### TR: 40 Grammar

How can I get to the bakery? Go straight. Turn left on Third Avenue. Turn right at the supermarket.

#### TR: 41 9 Listen. Read and sing.

Note: Lyrics for the song *A Great New Town* are on Student Book p. 94.

#### TR: 42 10 The Sounds of English /ju:/ museum Listen and say.

1. museum; music
2. January; community
3. beautiful; menu

#### TR: 43 11 Listen and read. Eye in the Sky

Satellites are machines in space that circle Earth. They help us talk to people on the other side of the planet. They can also study the planet's weather. This satellite is called GeoEye I. It's the same size as a big car. It takes photos of our planet. These photos can show continents and oceans. They can show streets and houses, too!

This is part of Asia, the biggest continent. Now we can see the countries clearly. Here we can see South Korea. Now we can see one town. This is Pohang in South Korea. Look! Can you see the river?

### Workbook

#### TR: 25 Unit 4. 2 Listen and match.

1. Adult 1: Can you help me? Adult 2: Sure. How can I help? A1: Where's the supermarket? A2: It's on the corner of Main Street and First Street.
2. A1: Can you help me? A2: Sure. How can I help? A1: Where's the toy store? A2: It's next to the museum.

3. A1: Can you help me? A2: Sure. How can I help? A1: Where's the restaurant? A2: It's behind the movie theater.

4. A1: Can you help me? A2: Sure. How can I help? A1: Where's the hospital? A2: It's across from the bakery.

5. A1: Can you help me? A2: Sure. How can I help? A1: Where's the bakery? A2: It's between the toy store and the park.

#### TR: 26 5 Listen. Circle the answers.

1. She wants to go to the stadium. She wants to see her favorite baseball team.
2. I want to go to the library. I want to study.
3. He wants to go to the mall. He wants to buy some new shoes.
4. She wants to go to the swimming pool. She wants to play in the water.
5. I want to go to the zoo. I love to see the elephants!

#### TR: 27 8 Listen and read. Can you say these fast?

1. Six supermarkets sell salty shellfish.
2. Bill is busy at the bookstore buying big blue books.
3. Lisa is looking left for the library, but she's lost.

#### TR: 28 9 Listen to the song. Write a new verse. Write about your town.

Note: Lyrics for the song *A Great New Town* are on Student Book p. 94.

## Answer Key

### Student Book

Unit Opener SB p. 38

North America, South America, Asia

#### 5 SB p. 43

1. zoo
2. stadium
3. swimming pool
4. mall
5. library

#### 6 SB p. 43

Monday: stadium  
Tuesday: library

TR: 29 10 Listen. Which words have "u" that sounds like the u in *museum*. Circle the number.

1. February; February
2. moon; moon
3. cube; cube
4. museum; museum
5. music; music

#### TR: 30 12 Listen and read. A Town in Antarctica

The town of Villa las Estrellas is in the continent of Antarctica. Antarctica is very cold. People usually live there only for the summer, but some live all year round in Villa las Estrellas. About 150 people live there in summer. About seventy people live there in winter. Nights are long in winter. The sun shines only four or five hours a day. The sun always shines in summer. Villa las Estrellas has houses, a bank, a school, a hospital, small stores, a post office, and a church. Many people come to visit. They like to go to the post office and send letters from Antarctica!

#### TR: 31 Review: Units 1 through 4. 2 Listen. Circle the answers.

1. Student 1: What does he do before school? Student 2: He feeds his pet before school.
2. S1: What does he do after school? S2: He comes home.
3. S2: What does he do after breakfast? S1: He sometimes helps his grandma.
4. S2: What do you do in the evening? S1: I always do my homework at four forty-five.

Wednesday: swimming pool

Thursday: museum

Friday: mall

#### 7 SB p. 44

1. museum
2. can I get to the school
3. can I get to the restaurant
4. can I get to the zoo

### Workbook

Go to pp. 211–212 for the Workbook Answer Key for this unit.



## Review: Units 1-4

**Vocabulary** UI-U4

**Grammar** UI-U4

**Content Vocabulary** heads, tails

**Resources** Workbook pp. 36-37

**Materials** coins, playing pieces (buttons, tokens, or other small, flat objects)

**Review**

**Start**  
5:00 P.M.

**Finish**  
7:20 A.M.

Your pet is hungry. Go back two spaces!

48

**Be the Expert**

**Teaching Tip**  
Playing games can be a welcome change of pace from reading and writing activities and other seated work. Incorporate movement into games. For example, have students stand when they take a turn. Encourage students to choose a movement to go with the actions in the game, such as walking or jogging in place when they move their game pieces forward. Students may also act out pictured activities, the actions in questions, or responses.

You work hard. Go forward two spaces!

8:15 A.M.

7:30 A.M.

**Work with a partner.** Use a coin. Look. Ask and answer.

Tails! One space. What do you do after school?  
I play soccer with my friends.

Heads = 2 spaces  
Tails = 1 space

49

• **Play the game** Say *Let's play a game! Turn to pages 48 and 49.* Read aloud the directions and the model dialogue on p. 49. Then say *Look at the pictures and read the sentences.*

• Remind students that they've learned how to ask and answer questions about finding places. Ask *Can you help me?* Prompt students to respond with *Sure. How can I help?* Ask *Where's the stadium?* Tell students to find the picture of the stadium on p. 48 and point to it. Then ask *Who has a pet?* Raise your hand. Say *I have a cat. I feed my cat every morning before school.*

• Point out the word *Finish* on p. 48. Then have students find the two spaces on the game board that don't have pictures. Have them read the sentences. Make sure students understand what to do if they land on these spaces.

• Demonstrate the game with a student. Put a playing piece on *Start*. Explain that the circle with the soccer ball is the first space. Flip the coin. Say (*Tails.*) Move (one space) as you count aloud. Ask a student a question about the picture you land on. For example, ask (*Alejandro*), *do you sometimes play soccer at five o'clock?* (*No, I never play soccer at five o'clock.*)

• Have the student flip the coin, move the correct number of spaces, and ask you a question about the picture he lands on. Provide a sentence frame if necessary, for example, *May I have some \_\_\_\_\_, please?*

• Pair students and give each pair a coin and playing pieces. Say *Now, you play! Remember to take turns.* Make sure students understand that if they land on a space that shows a place, they should ask and answer questions about that place.

• **Sentence frames** If students need help thinking of questions and answers, write examples on the board:

Can you help me?	Is there any _____?
Where's the _____?	Are there any _____?
Go _____. Turn _____.	What do you want to be one day?
What does she do before going to school.	I want to be _____.
She _____ before going to school.	Do you like to eat _____?
What do you do after dinner?	No, I don't. I like _____.
I usually _____, but sometimes I _____.	

• **Modify** Pair students with limited English-language skills with peers who speak more fluently. One option for this grouping strategy is to guide more proficient students to frame questions as *yes/no* questions, such as *Is the stadium next to the museum?* Encourage their partners to respond by repeating words in the question to form complete sentences. For example: *Yes, the stadium is next to the museum.*



## In This Unit

**Theme** This unit is about using different kinds of transportation.

### Content Objectives

- Students will
- discuss different kinds of transportation.
- talk about how they and others use transportation.

### Language Objectives

- Students will
- identify different kinds of transportation.
- describe ways of traveling.
- compare and contrast.

### Vocabulary

**Vocabulary 1** a boat, an airplane, a helicopter, a bus, the subway, a ship, a scooter, a taxi, a motorcycle

**Vocabulary 2** get on, uphill, downhill, get off, park

### Grammar

**Grammar 1** agree and disagree with *too* and *not* (*I do, too/I don't*)

**Grammar 2** express contrast with *but*

### Pacing Guides

 L3U5

**Value** Be safe on the street.

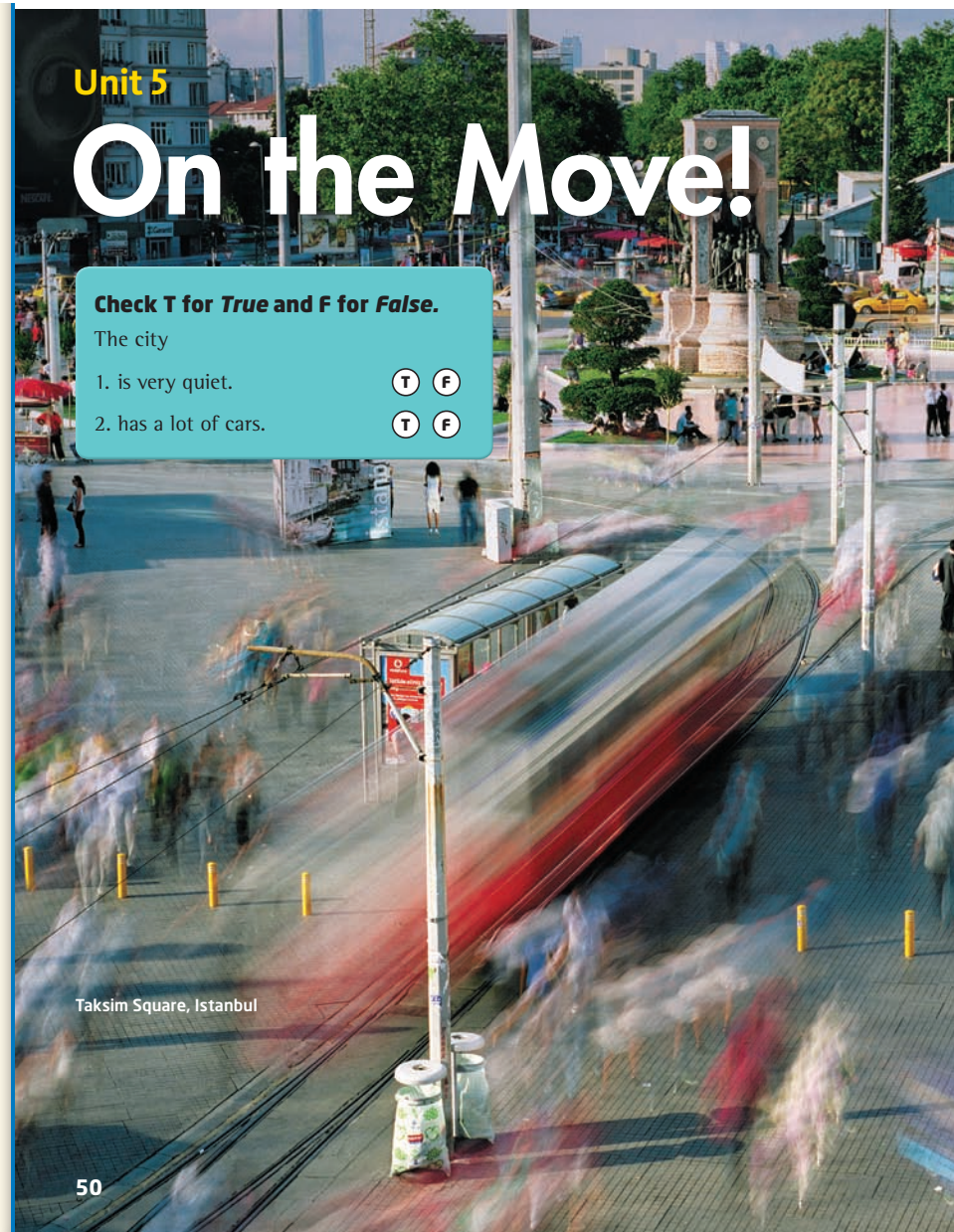
## Unit Opener

### Objective

- Students will
- discuss a photo.

**Related Vocabulary** food cart, sidewalk, statue

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster



## Introduce

- **Activate prior knowledge** Say *The name of our next unit is "On the Move!"* Ask *How do we move? We can run!* Run in place. *We can walk.* Walk in place. *We can swim.* Act out swimming. *We can dance!* Act out dancing. Ask *How do animals move?* (swim, fly, hop, run) *Can things move?*
- **Set the stage** Say *Sometimes we move to go from one place to another place. This morning, I rode my bike to school.* Act out riding a bike. *Last week, I took the train. Sometimes, I take the bus. A bike, a bus, and a train are kinds of transportation. They help us move from one place to another.* Ask *Do you use transportation to get to school?*
- Place students in groups of three or four and have them look at the photo on pp. 50–51. Explain that the blurry shapes in the photo are people and things that are moving. Say *Some of the people in the picture are walking. Some people are using transportation to move.*



## Be the Expert

### About the Photo

This photo shows Taksim Square, Istanbul. Istanbul is the biggest city in Turkey. It has one shore in Asia and the other in Europe! Ferries take people from Asia to Europe and back across the Bosphorus Strait. A bridge called the Bosphorus Bridge also goes between the two continents. On land, trams run on tracks through the city.

### Teaching Tip

Act out the meaning of new or unfamiliar verbs or adverbs. Acting out helps students connect a new word with a movement they understand, without extra language that might confuse them. Encourage students to join you in acting out a new word.

- Have groups make a two-column chart with the headings **Moving** and **Not Moving**. Have them look at the photo to find words to write under each heading. Words under **Moving** might include *cars, taxis, people,* and *train*. Words under **Not Moving** might include *trees* and *some cars*. Students may draw and label other things that don't move, for example, the statue, or a food cart.
- Ask questions such as the following to encourage students to discuss the photo.
  - What moves in the photo?* (trains, cars, people)
  - Can you name two kinds of transportation in the photo?* (cars, trains)
  - Is everyone in the photo moving?* (no)
- Guide students through the activity on p. 50. Read each statement out loud. Have students raise their hands to vote whether it is true or false. Have individual students share their reasons. Help students make any false statements true.



## Vocabulary 1

### Objective

Students will

- identify types of transportation and use words to describe them.

**Vocabulary** a boat, an airplane, a helicopter, a bus, the subway, a ship, a scooter, a taxi, a motorcycle

**Content Vocabulary** transportation

**Resources** Workbook p. 38; Audio CD TR: 44–45; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart, Venn diagram), Activity Worksheet 5.I; Picture Cards 388–389, 391, 393, 395–398

### Related Vocabulary

travel

### 1 Listen and read. TR: 44

### 2 Listen and say. TR: 45

Transportation helps us move around. We can travel in the sky, on water, or on land. Which is your favorite?

a boat



an airplane



a helicopter



a bus



a ship



the subway



52

a scooter



a scooter



a taxi



a motorcycle



### 3 Work with a partner. Describe and guess.



53

## Be the Expert

### Teaching Tip

To simplify questions, provide options for answers. For instance, rather than just asking *Where do ships move?* add *In the ocean? Or on land?* This will give students practice using new vocabulary and also provide them with frames for answers.

### Formative Assessment

Can students

- identify types of transportation and use words to describe them?

Have students draw pictures and use written words to describe the following:

airplane	bus
ship	scooter

**Review** For additional practice, direct students to Activity Worksheets 5.I.

## Warm Up

- **Activate prior knowledge** Say *Transportation helps us get from one place to another place. Sometimes, our bodies are the transportation. We can walk or run. Walk and run in place. Sometimes we use other things to move. We can use trains or bikes, or other kinds of transportation.*
- **Build background** Draw a two-column chart on the board with the headings **Land** and **Water**. Say *Copy this chart. Then draw pictures on it of how we move on land and how we move in or on water.* When students are finished, have them share and tell about their drawings.

## Present

- Say *Open your books to page 52. Look at the photos of different kinds of transportation.* Hold up Picture Cards for each kind of transportation and say the name. Have students repeat.
- Ask questions about transportation, for example, *Which kind of transportation travels in the sky? Which travels on land? Which kind is fast? Which is slow?*
- **Contextualize** Say *People use transportation to get from one place to another place.* Ask *How many people can ride on a bus? Lots of people or just one? How many people can ride on a scooter?* To simplify, ask questions with yes/no responses, such as *Can you cross the ocean on a scooter? Can you fly in the subway? Can you fit a lot of people on a scooter?*

## Practice 1 2

- **1** Say *We're going to hear words for types of transportation. Look at the photos on pages 52 and 53. Read and listen.* Play **TR: 44**.
- **2** Discuss the words. Ask questions such as *How can you travel on land? Do you like to travel in the sky? on the water?* Play **TR: 45**. Pause so that students can repeat the words and sentences as they hear them.
- In pairs, have students create stories about a trip. The trip can be made up, or it can be a trip they or someone they know took in real life. Students should include at least three different types of transportation in their stories. Provide sentence frames if needed: *First, he took a \_\_\_\_\_ to get to the airport. Then he rode in a \_\_\_\_\_.*

## Apply 3

- **3** Have students read the dialogue on p. 53. Then model another dialogue: Say *Is it a scooter? No. Is it a helicopter?* Allow students to answer. Then say *Think of a kind of transportation. Write clues about it.* Guide students with questions such as *Is it fast? Is it slow? Do you ride it every day?* Then have pairs take turns giving clues and guessing their partner's transportation.

## Wrap Up

- Have students think about when to use types of transportation. Discuss questions such as these: *I'm going to school. How should I get there? I'm going to another country/across the ocean/down the street. How should I get there?*



# Grammar 1

## Objectives

- Students will
  - express agreement or disagreement with *too* and *not*.
  - tell what other people do or don't do using *too* and *not*.

**Grammar** agree and disagree with *too* and *not* (*I do, too/I don't*)

**Academic Language** *survey*

**Content Vocabulary** *vacation*

**Resources** Workbook p. 39; Audio CD TR: 46; Video: Grammar I; Classroom Presentation Tool: Grammar I

**Materials** coins, dice, number cards or spinners

## GRAMMAR TR: 46

I ride my scooter to school.  
I take the bus to school.

My brother rides his bike to school.  
My sister takes the bus to school.

**I do, too.**  
**I don't.** I take the subway.

My brother **does, too.**  
My sister **doesn't.** She walks.

- 4 **Play a game.** Play with a partner. Talk about you, your family, and your friends.

Start

End

I sleep with my teddy bear.

My sister does, too.

54

## Practice 4

- Write this sentence on the board: *They walk to school.* Then write subjects and sentence endings as shown below. Say *They walk to school.* Model creating a response by drawing a line from *Raúl* to *does, too.* Say *Raúl does, too.*

They walk to school.	Raúl	do, too.
	You	doesn't.
	I	don't.
		does, too.

- Call on students to draw a line from a subject to a sentence ending. Say the sentence out loud, and have the class repeat. Help students make any necessary corrections.
- 4 Read the directions for Activity 4 aloud, and give students time to look at the photos. Demonstrate with a student how to play the game. Flip a coin, throw a die, choose a number card, or use a spinner to determine the number of spaces to move on the game board. Look at the photo and make a sentence. Say, for example, *I walk to school.* Your partner responds "I (do, too/don't)."
- Have pairs play the game. Have them take turns moving around the game board, saying and responding to sentences. Tell them to use the Grammar box sentences and the model dialogue on p. 54 as a guide.
- When students have finished the game, say *Now, you're going to talk about how you and your friends get to school.* Write sentence frames on the board:

I _____ to school.
_____ does, too./doesn't. She/he _____.

- After partners ask each other about transportation, have them use the sentence frames to talk about their friends. Then have students present to the class. Model an example. Say *I take the bus to school. Gabriela doesn't. She walks.*

## Wrap Up

- Prompt individual students to use *I do, too.* or *I don't.* when talking about their likes and dislikes. For example, say *I like the color blue.* Students should respond with *I do, too.* or *I don't.*

# Be the Expert

## Grammar in Depth

Action verbs are used in statements that tell what a subject does. Linking verbs are used in sentences that tell what a subject is, or feels.

What a subject does:

*Sara eats lunch.*      *Yu plays soccer.*

What a subject is:

*Sara is my sister.*      *Yu is scared.*

*I do, too.* or *I don't.* can only be used to agree or disagree with statements that tell what a person or thing does. Students can respond to action verbs with *I do, too.* or *I don't.* Because the linking verb *is* does not show an action, students can agree or disagree by using statements such as *I am, too.* or *Yes, he is.*

## Teaching Tip

Make sure students incorporate new vocabulary and grammar when working in pairs. Provide students with sentence frames that include new vocabulary and grammar or write phrases on the board that students can refer to, as necessary.

## Formative Assessment

Can students

- agree or disagree using *too* and *not*?  
Make simple statements about activities. For example, say *I take the bus home. Do you?* Students should respond with *I do, too.* or *I don't.*
- tell what other people do or don't do using *too* and *not*?  
Have students write a statement about what they do: *I (usually) \_\_\_\_\_ after school.* Have them write a second statement about a friend or sibling, using *does, too* or *doesn't.*

## Warm Up

- Set the stage** Say *I like to fly in airplanes when I go on trips. My sister does, too.* Make a gesture for "yes." *We fly together.* Say *My brother doesn't like to fly.* Make a gesture for "no." *He likes to travel on boats.*
- Preteach** Say *Sometimes I walk to school.* Ask a student *Do you walk to school?* Model connecting the two statements. Say *I walk to school. (Luis) does, too.* Or *I walk to school. (Luis) doesn't.*

## Present

- Say *Now open your books to page 54.* Have students look at the Grammar box as you play TR: 46.

- Write *I do, too.* and *I don't.* on the board. Say *Ana rides her bike to work.* Point to *I do, too.* and make a positive gesture. Say *I do, too.* Say *Raúl takes the train to work.* Point to *I don't.* on the board and make a negative gesture. Say *I don't.*
- Use *like* to make more statements and have individual students respond *I do, too.* or *I don't.* For example, say *I like to take the bus.* Point to both phrases on the board and have a student choose one.
- In pairs, have students talk about their likes and dislikes. Add the sentence frame *I like to \_\_\_\_\_.* on the board to the two sentences above. Partners should respond with *I do, too.* or *I don't.* Then switch.



## Vocabulary 2

### Objective

- Students will
- use verbs to talk about using transportation.

**Vocabulary** *get on, uphill, downhill, get off, park*

**Resources** Workbook p. 40; Audio CD TR: 47–48; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 5.2

### 5 Listen and say. Read and write. TR: 47



1. After school, I \_\_\_\_\_ my bike, and I ride home. I can ride home in fifteen minutes.
2. I sometimes go \_\_\_\_\_. I get tired, but at the top of the hill I can see the whole town!
3. I like to go \_\_\_\_\_, too. I go fast, but I'm careful.
4. When I get home, I \_\_\_\_\_ my bike and \_\_\_\_\_. I'm usually hungry, so I have a snack.

### 6 Listen and stick. TR: 48

1      2      3      4      5

55

- Say an action, write it on the board, and have the class act it out. Make sure everyone in the class participates.

### Practice 5

- Say *Open your books to page 55.* Have students look at the pictures and repeat each phrase after you.
- Draw a diagram on the board, like the one below.



- Say *The line shows my trip to school. I ride my bike.* Trace the line on the board as you speak. *First I go uphill. I get very tired! Then I go downhill and back up again. I get to school at the end.*
- Have students look at the book to respond. Say *What do I do first? I get on my bike. Here's a hill! What do I do now?* (go uphill) Continue for each part of the route. *What do I do when I get to school?* (get off my bike and park it)
- Say *Now you'll hear a student talk about riding his bike. Point to the words in your book as you hear them.* Play TR: 47.
- Read item 1 aloud. *Do I get off my bike after school, or do I get on my bike after school?* (get on) Have students use the pictures and words to complete items 2–4.

### Apply 6

- Say *Now let's do a sticker activity. Listen carefully. When you hear an action, put the sticker down.*
- Play TR: 48. Pause after each statement to give prompts. *What does the boy do first? Now what did the boy do? What sounds do you hear?*
- Have students compare the stickers they placed with a classmate.

### Wrap Up

- Ask students questions about the words they learned in class. *When do you get on your bike? When do you need to go uphill? When do you park your bike?*

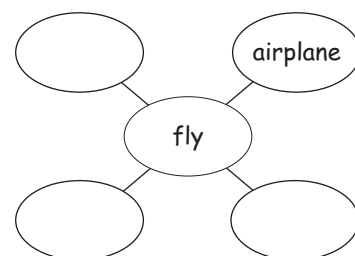
## Be the Expert

### Teaching Tip

**Grouping** When students present information from partner activities to the class, have each student present the other's information. This will ensure that each student is listening to the other and paying attention to his partner's answers.

### Warm Up

- Say *Open your books to pages 52 and 53.* Begin a word web. Write **fly** in a circle on the board. Say *What do we use to fly?* Use your arms to pretend you're an airplane. Write **airplane** in an outer circle, with a line connecting it to **fly**.



- Ask *What else do we use to fly?* Accept reasonable responses, for example, *hot air balloon, rocket, or spaceship.* Complete the web.

- Write **drive** in the center of another word web. Say *What do people drive?* Act out using a steering wheel. Complete the web as students respond. (a bus, a taxi) Have the class repeat each word after you write it.

### Present

- Say *Think about how you ride a bike.* With prompting, have a student act out each step of riding a bike. Say *What do you do first? What do you do next? How do you move the bike? What do you do when you want to stop?* Students should act out each step.
- **Explain** As the student goes through each step, describe what she is doing. *First, (Sofia) gets on the bike. Now, she pedals the bike. When she gets to school, she gets off the bike. The last thing she does is park the bike.*

### Formative Assessment

Can students

- use verbs to talk about using transportation?

Have students write *First, Next, and Last* on a piece of paper. Write the phrases *park, get on, and get off* on the board. Have students write phrases in the correct order.

**Review** For additional practice, direct students to Activity Worksheet 5.2.



## Grammar 2

### Objective

- Students will
- use *but* to express contrast.

**Grammar** express contrast with *but*

**Academic Language** *alike, different*

**Resources** Workbook pp. 41–42; Audio CD TR: 49; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 5.3

### GRAMMAR TR: 49

My mother takes the bus to work, **but** my father takes the subway.

#### 7 Look at the pictures and complete.

1. The boy rides his scooter to school,  
\_\_\_\_\_ *but the girl rides her bike to school.*



2. The girl eats breakfast at eight o'clock,  
\_\_\_\_\_



3. The boy has a rabbit,  
\_\_\_\_\_



4. He wants to be a singer,  
\_\_\_\_\_



5. The girl has noodles for lunch,  
\_\_\_\_\_



#### 8 Play a game. Cut out the cards on page 105. Play with a partner. Make sentences about the cards. Find and keep pairs.



56

- Write sentences in columns on the board as shown below. Then model how to combine two of the sentences using *but*, for example, *I take the bus, but you ride your bike.*

I take the bus.	I ride my bike.	I walk.
You take the bus.	You ride your bike.	You walk.
She takes the bus.	He rides his bike.	She walks.

- Call on students to pick two sentences and combine them using *but*. If students have difficulty, review the example in the Grammar box.

### Practice 7

- Say *Open your books to page 56. Look at the first pair of pictures. Are they the same or different? (different) What is the boy riding? (a scooter) What's the girl riding? (a bike) Say The boy and girl are using different kinds of transportation. Say We use the word but to show differences. He rides his scooter to school, but she rides her bike to school.*
- Say *Look at the other pairs of pictures. Tell how they're different. Make sure to use the word but.* Have students complete the activity independently.

### Apply 8

- Have students read the model dialogue on p. 56. Say *One sentence is about wanting something. The other is about liking something. They're not about the same thing. They're not a match. Find two cards about wanting to do something or two cards about liking something. Use but to connect the sentences.* Pair students and have them play the game.

### Wrap Up

- Say *I like to ride on airplanes, but some people don't like airplanes.* Begin another sentence aloud, stopping after *but*: *I ride my scooter every day, but...* Have a student finish the sentence. Call on students to begin and end sentences.

## Be the Expert

### Grammar in Depth

*But* is used to express contrast. When the word *but* separates two independent clauses, or complete thoughts, a comma should always be used. For example: *I like to drive my car to work, but Tony likes to ride the bus.*

### Warm Up

- **Activate Prior Knowledge** Ask a student *How do you like to travel? What's your favorite kind of transportation?* Repeat the student's statement and respond with a contrast. *Sami likes to travel in a bus. I like to travel on my bike. Sami likes to travel in a bus, but I like to travel on my bike.* Ask other students the same question. Respond to each student with a different form of transportation, then combine the statements using *but*.
- **Preteach** Say *Draw one kind of transportation.* When students finish drawing, call two students who drew different things to the front of the class. Ask what they each drew. Write the word and say *(Maria) drew a bus. (Victor) drew a ship.*

- Write the word *but* on the board. Have a third student use *but* to combine the sentences and describe the drawings. Model if necessary: *(Maria) drew a bus, but (Victor) drew a ship.* Repeat with additional students.

### Present

- **Explain** Say *When we want to talk about how things are different, we can use the word but. But is one way to say that two things are not alike.*
- Say *Open your books to page 56. Play TR: 49. Ask How does the mother get to work? (bus) How does the father get to work? (subway) Are those types of transportation the same or different? (different)*

### Formative Assessment

Can students

- use *but* to express contrast? Give sentences for students to complete using *but*:

*I walk to school with my brother, but*

\_\_\_\_\_.

*I usually take the bus home, but*

\_\_\_\_\_.

**Review** For additional practice, direct students to Activity Worksheet 5.3.



## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** a bus,  
a subway

**Vocabulary 2** downhill

#### Grammar

**Grammar 1** agree and disagree  
with *too* and *not* (*I do, too/I don't*)

**Resources** Workbook p. 43; Audio CD TR: 50; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 5.4; Picture Cards 99, 389, 395, 397, 398

#### Related Vocabulary

ferry

### The Sounds of English

**Resources** Workbook p. 43; Audio CD: TR: 51; Classroom Presentation Tool: The Sounds of English; Picture Cards 48, 70, 90, 140, 143, 199, 207, 297, 395; The Sounds of English Card 31

9 Listen. Read and sing. TR: 50

## How Do You Get to School?



How do you get to school?  
How do you get to school?

I take the bus to school.  
I do, too.  
I ride my bike to school.  
I do, too.

### THE SOUNDS OF ENGLISH TR: 51

scooter

#### 10 Listen and say.

- scooter balloons
- room kangaroo
- June blue

57

### Extend

- Tell students the rest of the song names other ways to get to school. Play TR: 50 all the way through as students listen. Complete song lyrics are on p. 95. Replay the song and have students sing along with the chorus.
- Put students into five groups and give each group one of the following Picture Cards: *bike, bus, scooter, subway, taxi*. Then, as a class, sing the chorus (the verse that repeats "How do you get to school?") four times). One group holds up its card as the group members sing out how they get to school. ("I ride my scooter to school.") Repeat until each group takes a turn.

### The Sounds of English: /u:/ as in scooter 10

- 10 Show the Picture Card for *scooter* and ask *What's this?* (a scooter). Say *Yes. It's a scooter. We can ride a scooter to school.* Have students repeat *We can ride a scooter to school.* Write *We can ride a scooter to school.* on the board and have students read the sentence with you.
- Underline *scooter* and *school*, say the words, and have students repeat. Then circle *oo* in each word. Say the two words again, emphasizing the /u:/ sound.
- Say *Now let's listen to words like scooter and school.* Play TR: 51 once while students just listen. Then say *Let's listen and say.* Play TR: 51 again and have students repeat the words.
- To check understanding, display Picture Cards that contain the target sound (*bedroom, boots, glue, kangaroo, moon, orange juice, scooter, shoes, soup*) as well as cards for words that don't.
- Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /u:/ as in scooter.* If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

## Be the Expert

### About the Photo

The students in the photo are riding in an auto rickshaw. Rickshaws are common in India, especially in Delhi. The Delhi government encourages people to use them instead of cars and trucks. Cars and trucks cause a lot of pollution. Auto rickshaws are better for the environment.

### Teaching Tip

A song's tune and repetition can help students remember vocabulary and grammar. Play songs multiple times, and have students sing phrases. If possible, give out or make copies of the song with blanks for vocabulary words. Students can fill in vocabulary as they listen. Encourage students to use new vocabulary to make up their own songs.

### The Sounds of English Cards

You can use The Sounds of English Card 31 to teach the /u:/ sound. Audio for this card is available on the *Explore Our World* website.

## Use the Song 9

- Revisit** Say *We've learned about different ways to travel. Some people travel to school by bus. Others walk to school. Others ride a bike to school.* Then have students open their books to pp. 52–53 and look at the photos.
- Put students into groups of four or five. One at a time, have students draw a picture of a type of transportation. Group members call out guesses as each student draws. When a correct answer is guessed, the next student draws a picture for others to guess.
- 9 Play the first two verses of the song *How Do You Get to School?* (TR: 50) once. Have students listen for the types of transportation named. Then stop the audio and ask *What transportation words did you hear?* (bus, bike)
- Replay the first two verses of the song and have students sing along. Then sing or call out a line from the song and have students respond with the next line. For example, call or sing out *I take the bus to school!* The class responds *I do, too.*



## Reading

### Objectives

- Students will
- outline steps in a sequence.
- demonstrate what they learned from a text.
- explain how something works.

**Reading Strategy** Sequence of Events

**Content Vocabulary** basket, gas

**Academic Vocabulary** diagram, order, steps

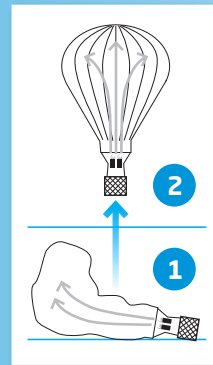
**Resources** Workbook pp. 44–45; Audio CD TR: 52; Classroom Presentation Tool: Reading; Teacher's Resource CD-ROM: Graphic Organizers (Flow chart, KWL chart)

### 11 Listen and read. TR: 52

## Hot Air Balloons

In October every year, there is an International Balloon Fiesta in Albuquerque, USA. About 600 colorful balloons are up in the sky at the same time. What fun!

How do hot air balloons fly? When the balloon is on the ground, people light gas to make a small fire. This heats the air in the balloon. Hot air always goes up. So, the balloon goes up slowly into the air. The pilot stands in the basket and lights the gas to go higher. The wind blows the balloon along.



The first passengers in a hot air balloon were a chicken, a duck, and a sheep!



**12 Work with a partner.** Pretend you are in the sky in a balloon. What do you see? How do you feel? Talk.

58

- **11** Play TR: 52 and have students read along. Then revisit the KWL chart. Read the questions one by one and ask *Was this question answered?* If so, write the answer in the **third** column. If not, say *Sometimes, all your questions won't be answered in the reading. You can look in other books to learn more.*

Replay TR: 52. Pause and ask questions to check comprehension:

**Paragraph 1:** *Where is the International Balloon Fiesta? What do the balloons look like?*

**Paragraph 2:** *What makes hot air balloons go up into the air? How do pilots make the balloons go higher? Where does the pilot stand?*

Add students' responses to the **What we learned** column of the KWL chart. Keep the chart on the board. Students will use it again.

### Practice

- Say *It's important to do some things in the right order. Think about a hot air balloon. What if no one lighted the gas, and the pilot just waited for the wind to blow the balloon along. Would it go up in the air?* (no)
- Write the following on the board:

Step \_\_\_\_\_. The wind blows the balloon along.  
Step \_\_\_\_\_. People light a fire to heat the air in the balloon.  
Step \_\_\_\_\_. The balloon goes up into the air.

- Pair students and have them copy and rewrite the sentences in the correct order. Say *Ask yourselves, What happens first? Write a 1 by that sentence.* Add a number 1 before the second sentence on the board. Then have students fill in the blanks to number the steps from 1 to 3. When students have finished, have pairs read the steps in order. If pairs disagree, play TR: 52 and review the process.

### Apply

- Say *Think about an activity you do all the time, such as brushing your teeth or making your bed.* Brainstorm simple everyday activities with students and list them on the board.
- Pair students. Say *Talk with your partner. Decide on an activity to explain. What do you do first? What do you do next? Write sentences in order. Number each sentence.*

### Wrap Up 12

- **12** Have students read the directions for Activity 12 on p. 58. Tell them to use the photograph on p. 58, the KWL chart on the board, and their imaginations to describe to their partner what it's like to be up in a hot air balloon.

## Be the Expert

### Our World in Context

The first two people to fly in a hot air balloon were Jean Pilâtre de Rozier and François Laurent. They made the flight in 1783 in France. Today, people fly hot air balloons all over the world for different reasons. Some people race hot air balloons. Some fly in other types of competitions.

### Reading Strategy

#### Identify Sequence of Events

Discuss the importance of understanding the order in which steps happen. Have students visualize each step as they read it. Have them focus on what happens first, next, and last.

Using drawings or diagrams with a text can help explain a sequence of events. When there are no drawings or diagrams, encourage students to picture the steps in their head or draw them out on a piece of paper.

### Teaching Tip

Encourage students to take notes on unfamiliar words as they read. Have them write down the word. Then have them use context clues or visual cues to make a prediction about what the word means. Have students use a dictionary to verify their predictions and confirm the word's meaning.

### Formative Assessment

Can students

- outline steps, in order, about how something works?  
Ask students to describe, in order, the steps of a familiar process. For example, ask *How do you park a bike?*
- identify what they learned from a text?  
Ask students *What are three things you learned about hot air balloons?*
- explain how something works?  
Have students reread "Hot Air Balloons" on p. 58. Have them explain to a partner how a hot air balloon works.

## Warm Up

- **Revisit** Say *Think about riding a bike. What do you do first?* (get on) *Can you go uphill before you get on?* (no) *You need to do things in the right order. One step happens first. Another step happens next.*
- Say *Let's think about things we do in order. How else, besides bicycles, do people travel?* After students have named types of transportation, say *Pretend you're going to travel by (bus). What do you do first? What do you do next?* Write steps on the board as students name them.

## Present 11

- Say *Today we're going to read about hot air balloons. Hot air balloons are one type of transportation.*

- **Graphic literacy** Say *The diagram at the bottom of page 58 shows how a hot air balloon works. How do you know what happens first?* (You look at number 1.)
- Say *First, the balloon is on its side, then it fills up and goes in the air. The diagram helps you see that.*
- Draw a KWL chart on the board. Ask students what they already know about hot air balloons. (They travel in the sky. They're colorful.) Record the information on the chart. Say *What do you want to learn about hot air balloons?* Add students' questions to the chart. Say *After we read, we'll write what we learned in the chart.*

What we know	What we want to know	What we learned



## Value

**Value** Be safe on the street.

### Objectives

Students will

- identify safety issues of busy streets.
- talk about how they can be safe on the street.

**Resources** Values poster

### Related Vocabulary

*accident, busy, dangerous*

# Be safe on the street.



How can we be safe on the street?

NATIONAL GEOGRAPHIC

Busy intersection,  
Macau, China

59

## Value

- Point to the photo on p. 59. Say *This is a busy street in China. How can busy streets be unsafe, or dangerous? Look at the picture to help.*
- Read the sentence in white print at the top of the page aloud. Then call on a student to read the three sentences on the left side of the photo. Ask *When you're going to cross a busy street, where do you need to stop first? Why do you look both ways?*
- Ask students *When do you cross busy streets?* (on the way to school, when going shopping, when going to a friend's house) *What do you do before crossing? Is there a light or a crossing guard? Is there a special area where you're supposed to cross? Why is it important to listen?*
- Read the question at the bottom of the page aloud. *Put students in small groups and have them talk about how you can be safe on the street. Tell groups to think of at least three things you need to do. Think of more things than what you just read.* When students have finished talking, have them share with the class.

## Give the Unit Quiz

- Hand out the Unit 5 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to the pictures in Section 1 on page 108. Say *Look at the pictures.* Point to the letters. Say *There is a letter on each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB36**. (It's a boat.) When students have written a letter, ask *What letter did you write?* When students respond with the letter E, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB36**.
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Look. Complete the sentences. Use *does, too; doesn't; or but.*) Repeat the process for Section 3. (Read. Circle *True* or *False*.)
- Have students complete Sections 2 and 3 independently.
- **Listening instructions, Section 4** Read the directions aloud. Ask *What do you have to do?* (Listen. Look. Complete the sentences.)
- Say *Now listen to an example. Look at the pictures. Write the missing words to complete the sentence you hear.* Play **TR: AB37**. (I take the bus to school.) When students have completed the sentence, ask *What sentence did you write?* Begin the quiz when students respond with *I take the bus to school.* Say *Let's begin.* Play the rest of **TR: AB37**.
- **Speaking instructions** Point to the images at the top of p. 125. Say *Look at the boy in the pictures.* Point to the boy. Say *His name is Aziz. He is going to school. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Does Aziz ride a motorcycle to school?* Point to picture B. Say *No, he doesn't. He rides his bike.*
- See page 137 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 108–109, 125, 130, 135, 137; Assessment Book Audio CD TR: AB36–AB37; Picture Cards 388, 389, 391, 393, 395–398.

## Be the Expert

### Teaching Tip

When a student reads written work to a group, make sure group members are listening to the student rather than looking at what she wrote. If group members have questions about information, the speaker should answer verbally rather than showing a classmate her written work.

### Testing Tip

**Create a comfortable seating environment.** Consider how students are placed in the classroom and determine whether a new seating arrangement is needed. It may be helpful to move students' seats farther apart during testing so there is more space between students, and less opportunity for students to look at one another's answers.

### Assess Unit Objectives

Ask questions such as the following:

- Show Picture Card 388 (an airplane). Ask *What's that?* Repeat with Picture Cards 389, 391, 393, 395–398.
- How do you get to school?
- How do people in your family get to work?

**Project** For a theme-related closing activity, direct students to the Unit 5 Project Worksheet.



## Video

**Vocabulary 1** helicopter, airplane, sailboat, ship, bus, subway, taxi, scooter, motorcycle

**Vocabulary 2** get on, get off, park, uphill, downhill

**Grammar 1** agree and disagree with too and not (*I do, too/I don't*)

**Grammar 2** express contrast with *but*

**Song** *How Do You Get to School?*

**Viewing** Transportation

**Story Time** *Getting to School Around the World*

**Resources** Student Book pp. 50–56

### Before You Watch

- Say *This video is about how people travel. How do you get to school? Is it slow? Does it take a long time? Or is it fast? Do you use more than one kind of transportation?*

### While You Watch

- Have students make a chart to take notes while they watch the video. Say *You're going to hear about kinds of transportation. Pick four kinds. Copy the chart and takes notes while you listen.*

Kind of transportation	How it moves	Where it goes	How I can use it
Hot air balloon	Flies in the air	In the sky, over a desert	Fly to far-away places

- Pause the video to allow students to take notes.

### After You Watch

- Divide students into groups. Have one student read information from his chart and have students guess the kind of transportation. Have students compare and add to their charts. Every student in a group should share at least one kind of transportation.



### Zoom In

#### Vocabulary

- As you play the Vocabulary segments stop at the images. Ask *What kind of transportation is this? How does it move?*

#### Grammar

- Freeze a frame of the Grammar 1 segment that shows the boy and girl. Say what he or she does: *He takes the bus.* Ask *What does she do?* (She takes the bus, too).
- Play the full animation for Grammar 2. Ask students how the people in the animation travel differently than they usually do.

#### Song

- Play the Song. Then play the scene again and stop after the first verse. Say *Write how you get to school.* Play the rest of the song and have students raise their hands if they hear how they get to school.

#### Viewing

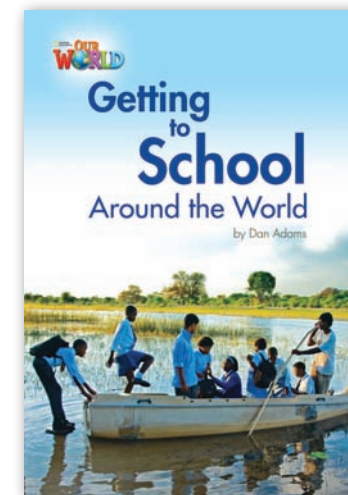
- Tell students to imagine they're planning a trip. In groups, have students write sentences to say where they're going and what kind of transportation they'll use.

#### Story Time

- View Story Time once with students. Pause at an image of each location. Ask students for words to describe it. *What do you see? Does this look like your town?*
- View *Getting to School Around the World* again. Pause to ask questions. *How do students in Botswana get to school?* (by boat) *Why?* (Because of floods; there aren't any roads.) *Why do students in Japan take the subway?* (The streets are crowded.) Ask *Why do students get to school in different ways? Give reasons.* (weather, roads, traffic)

### Getting to School Around the World

How do you get to school? Do you take a bus? A boat? Do you ride a subway? A camel? Read about some of the different ways that children around the world get to school.



### Before You Read

- Activate prior knowledge** Say *Think about how you get to school. What kind of transportation do you take? Are there lots of other people? Do you walk?*
- Introduce the strategy** Say *I wanted to take the bus to the airport last week. The bus was very late. Act out waiting. So, I took a taxi to the airport. Say I had a problem. What was the problem? (The bus was late.) A solution is the answer to a problem. My solution was to take a taxi.*
- Say *You're going to read about transportation all over the world. All these students need to get to school, but in some places, transportation is hard. Draw a two-column chart on the board, with the labels Problem and Solution. Say Copy this chart to help you record problems and solutions.*
- Say *A problem can be that people can't use one kind of transportation. So, the solution is to travel a different way.*

### While You Read

- To check students' understanding, stop to ask questions about problems and solutions, such as the following:

- p. 5: *Why don't children in Malaysia take the bus? How do they get to school?*
- p. 6: *What's one problem with the roads in Tokyo? How do children get to school?*
- p. 10: *Why is it difficult to travel by car or bus in some parts of Canada? How do Inuit children in Canada solve this problem?*

### After You Read

- Check that students have filled out their Problem and Solution charts. Explain that there can be more than one way to solve a problem. Ask *Can you think of other solutions to the problems in your chart? Write them next to the ones you wrote.*

## Unit 5 Reader

**Text Type** nonfiction

**Vocabulary** airplane, (by) bus, helicopter, scooter, (the/by) subway

**Grammar** express contrast with *but*

**Reading Strategy** Problem and Solution

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time

## Be the Expert

### Reading Strategy

**Problem and Solution** Recognizing problems and solutions in a text helps students understand why events happen, or why people act a certain way. For every location they read about, ask students what problems people face. Problems might be presented as "difficulties" or "challenges." Ask how the people solve their problems.

### Text Background

Nonfiction uses a variety of details, such as facts and examples, to provide information about a real place or person. In this text, details are used to compare and contrast how children get to school in different countries. Mongolia, Vietnam, Japan, Malaysia, and India are all in Asia. Mexico, the United States, and Canada are in North America. Kenya and Botswana are countries in Africa.

### Teaching Tip

Help students understand that the way people travel, dress, or eat is related to where they live. Where it's cold, people need warm clothes. Where there aren't good roads, people have to walk. These things are solutions to problems. Encourage students to think about reasons for differences between their culture and other cultures, and about how people solve problems in different ways.



Student Book

TR: 44 Unit 5. 1 Listen and read.

Transportation helps us move around. We can travel in the sky, on water, or on land. Which is your favorite?

a boat; an airplane; a helicopter; a bus; the subway; a ship; a scooter; a scooter; a taxi; a motorcycle

TR: 45 2 Listen and say.

- a boat That boat is fast!
- an airplane Can you see an airplane in the sky?
- a helicopter That helicopter is really loud.
- a bus We take the bus to school.
- the subway Let's take the subway to the museum.
- a ship That's a big ship.
- a scooter I ride my scooter in the park.
- a taxi My uncle drives a taxi.
- a motorcycle I want to ride a motorcycle!

TR: 46 Grammar

I ride my scooter to school. I do, too. I take the bus to school. I don't. I take the subway. My brother rides his bike to school. My brother does, too. My sister takes the bus to school. My sister doesn't. She walks.

TR: 47 5 Listen and say.

- get on I get on my bike.
- uphill I go uphill.
- downhill I go downhill.
- get off I get off my bike.
- park I park my bike.

TR: 48 6 Listen and stick.

OK – first I get on my bike – like this. This first part is down the hill. So I go downhill. Weeee! Now I have to go uphill again. This is difficult! I'm there! Great! Now I get off the bike. I park it.

TR: 49 Grammar

My mother takes the bus to work, but my father takes the subway.

TR: 50 9 Listen. Read and sing.

Note: Lyrics for the song *How Do You Get to School?* are on Student Book p. 95.

TR: 51 10 The Sounds of English /u:/ scooter Listen and say.

1. scooter; balloons 2. room; kangaroo 3. June; blue

TR: 52 11 Listen and read.

Hot Air Balloons

In October every year, there is an International Balloon Fiesta in Albuquerque, USA. About 600 colorful balloons are up in the sky at the same time. What fun!

How do hot air balloons fly? When the balloon is on the ground, people light gas to make a small fire. This heats the air in the balloon. Hot air always goes up. So, the balloon goes up slowly into the air. The pilot stands in the basket and lights the gas to go higher. The wind blows the balloon along.

Workbook

TR: 32 Unit 5. 5 Listen and check. Check your answers to Activity 4.

1. Sometimes I help my mother. I get on my bike, and I go to the bakery. 2. The bakery is at the top of a hill. I go uphill to the bakery. 3. When I get to the bakery, I get off my bike. 4. I park my bike next to the bakery. 5. After I go to the bakery, I ridedownhill to my home.

TR: 33 9 Listen and read. Can you say these fast?

1. A motorcycle moves Mary to the mall on Monday. 2. Take a taxi to the tall tower tomorrow. 3. Six scooters scoot to the subway.

TR: 34 10 Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song *How Do You Get to School?* are on Student Book p. 95.

TR: 35 11 Listen. Draw an X over the words that don't have the same oo sound as in scooter.

- 1. kangaroo, balloon, book; kangaroo, balloon, book
- 2. boots, foot, zoo; boots, foot, zoo
- 3. cookie, pool, blue; cookie, pool, blue

TR: 36 13 Listen and read. Going to School Is Cool

Many children take a school bus to school, but some children in India ride a special school boat! The children live on boats, but they go to school on land. They take the school boat in the morning.

Some children who live in the mountains of Colombia take a zip line to get to school. The zip line is long. The children aren't scared to take the zip line. It's fun!

Answer Key

Student Book

Unit Opener SB p. 50

1. F 2. T

5 SB p. 55

1. get on 2. uphill 3. downhill 4. get off; park

6 SB p. 55

1. get on 2. go downhill 3. go uphill 4. get off 5. park

7 SB p. 56

- 1. but the girl rides her bike to school.
- 2. but the boy eats breakfast at seven thirty.
- 3. but the girl has a dog.
- 4. but she wants to be a vet.
- 5. but the boy has a sandwich for lunch.

Workbook

Go to pp. 213–215 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about using our senses.

### Content Objective

- Students will
- identify and describe the five senses.

### Language Objectives

- Students will
- talk about the senses.
  - talk about how things look, feel, taste, sound, and smell.
  - talk about the past.

### Vocabulary

**Vocabulary 1** *ugly, beautiful, hard, soft, terrible, delicious, quiet, loud*

**Vocabulary 2** *sweet, salty, bitter, sour, spicy*

### Grammar

**Grammar 1** use linking verbs *taste, smell, look, feel, sound*

**Grammar 2** use the simple past of *to be*

### Pacing Guides L3U6

**Value** Enjoy the world through your senses.

## Unit Opener

### Objective

- Students will
- discuss a photo.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

**Content Vocabulary** *jellyfish*

**Materials** a nectarine or other fruit (optional)

### Related Vocabulary

*diver, goggles, nectarine*



## Introduce

- **Build background** Say *The name of our next unit is "Our Senses." We use our senses to learn about our world.* Hold up the nectarine. Point to your nose and smell the nectarine. Say *We use our noses to smell. Smell is one sense. This nectarine smells sweet.*
- Point to your eyes and look closely at the nectarine. Say *We use our eyes to see. This nectarine is orange and yellow.*
- Touch the nectarine. Say *We use our hands to touch. This nectarine is smooth.*
- Point to your ears and then put the nectarine to one ear. Say *We use our ears to hear. I can't hear the nectarine, but I can hear other things. For example, I hear (children playing outside).*
- Finally, point to your mouth. Say *We use our mouth to taste. This fruit tastes good!*



## Be the Expert

### About the Photo

The photo shows a diver swimming with jellyfish. Many jellyfish live in large groups. Although some jellyfish stings are very painful and can be poisonous, the stings of small jellyfish, or those with short tentacles, are usually not painful to humans. Jellyfish don't sting people on purpose. A jellyfish will normally only sting a human if the human accidentally touches the jellyfish.

### Teaching Tip

When possible, have students make a visual of some kind to show new vocabulary. By drawing or cutting out pictures, students become actively engaged in learning new words. As students learn more vocabulary, they may wish to keep a "vocabulary portfolio" of drawings and pictures they've made or collected during the school year.

- Give students paper. Say *Draw a picture of your face.* Then say *Show me what you use to see.* Students should point to the eyes. Say aloud and write on the board: *I see with my eyes.* Have students repeat the sentence and write it. Continue by asking what students use to hear, smell, and taste.
- Have students look at the photo on pp. 60–61. Say *The person is swimming. Many jellyfish are in the water. Jellyfish are animals that live in water.*
- Ask questions to encourage discussion of the photo.  
*What do you see?* (a person swimming, jellyfish, water)  
*What's the diver looking at?* (jellyfish)
- Guide students through the activity on p. 60. Draw a jellyfish on the board. Look closely at the jellyfish. *Is the diver looking at the jellyfish?* (yes) *Is the diver smelling the jellyfish?* (no)



## Vocabulary 1

### Objective

Students will

- identify and use adjectives related to the senses.

**Vocabulary** *ugly, beautiful, hard, soft, terrible, delicious, quiet, loud*

**Resources** Workbook p. 46; Audio CD TR: 53–54; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 6.1

**Materials** magazines (optional); note cards; tape; tissue

### Related Vocabulary

*desert, peacock, turkey*

### 1 Listen and read. TR: 53

### 2 Listen and say. TR: 54

We use our eyes, ears, nose, tongue, and skin to learn about the world around us.



beautiful



62

terrible

delicious

quiet

loud

3 Work with a partner. Describe. Listen and guess.

a cake	an elephant	a flower
a rabbit	a rock	a fire truck

It's small. It's soft. I think it's beautiful. What is it?

A rabbit!

63

## Be the Expert

### Vocabulary Strategy

**Antonyms** Antonyms are words that have opposite meanings, such as *hot* and *cold*. Explain to students that several of the words on pp. 62–63 have opposite meanings. For example, explain that *hard* and *soft* are opposites. Have students point out other examples of words with opposite meanings, such as *beautiful/ugly*, *terrible/delicious*, and *quiet/loud*.

### Teaching Tip

**Classroom Management** It's important to give all students an opportunity to speak in class. Don't always call on the most eager student. Call on many different students so that everyone has a chance to speak.

### Formative Assessment

Can students

- identify and use adjectives related to the senses?
- Have students describe their favorite fruit or vegetable. Ask questions such as *How does it taste? How does it feel? How does it smell?*

**Review** For additional practice, direct students to Activity Worksheet 6.1.

## Warm Up

- **Activate prior knowledge** Say *Let's talk about our senses*. Draw a word web on the board with *senses* in the center circle and with five outer circles. Ask *What are our senses?* (see, hear, smell, taste, touch) Add the senses to the outer circles.
- Give groups of students ten note cards. Have students draw the following on five separate note cards: two eyes, a nose, a mouth, an ear, and a hand. Then have them write *see, smell, taste, hear, and touch* on the other five cards. Have students mix up the cards and match each picture with its sense.

## Present

- Say *Look at page 62*. Point to *hard* and *soft*. Hold up a textbook and a tissue. Say *The book is hard. The tissue isn't hard. It's soft*. Say *Look at page 63*. Point to *quiet* and *loud*. Say *I'm quiet* in a soft voice. In a loud voice say *Now I'm loud!*

## Practice 1 2

- 1 Point to the photos on pp. 62–63. Say *We're going to read and listen to words that tell how things look, feel, taste, smell, and sound. Read along as you listen to the words. Point to each photo as you hear the word*. Play TR: 53.

- 2 Say *Now we're going to hear words and listen to sentences with those words. Listen to the words and sentences, then repeat them*. Play TR: 54. Have students follow along in their books.
- Say *Opposite words are words that have very different meanings*. Act out being hot and fanning yourself. Say *Hot is the opposite of cold*. Act out shivering from the cold. Say *Now let's find words on pages 62 and 63 that have opposite meanings. Ugly and beautiful are two. What other pairs can you find?* (*hard/soft, quiet/loud, terrible/delicious*)

## Apply 3

- Read the model dialogue on p. 63 with students. Draw a rabbit on the board. Ask questions to encourage students to use complete sentences, as shown in the model. Ask *Is a rabbit big or small?* (It's small.) *Is a rabbit hard or soft?* (It's soft.)

- 3 Then write the objects in the box on p. 63 on separate slips of paper. Make sure there are enough slips for each student. Then pair students. Have each student choose a slip of paper. Say *Think of three words to describe your object*. Provide the sentence frame *It's \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_*. Give students time to think, then have pairs take turns describing and guessing objects.

## Wrap Up

- Give each student five note cards. Have students cut out pictures of objects from magazines and glue one to each card, or they can draw a picture on each card. Pair students. Say *Your partner is going to show you a picture. Look at the picture. Then tell about it. Use the words on pages 62 and 63*. Take turns.



## Grammar 1

### Objective

Students will

- describe objects using the linking verbs *taste, sound, smell, look, feel*.

**Grammar** use linking verbs *taste, sound, smell, look, feel*

**Academic Language** *choose, pick*

**Resources** Workbook p. 47; Audio CD TR: 55; Video: Grammar I; Classroom Presentation Tool: Grammar I

**Materials** several small boxes and various small objects such as a cotton ball, a bell, a piece of candy, a coin, a flower, a leaf, a rock, a tissue; spinners or other objects, such as number cards or dice, for moving around a game board

### GRAMMAR TR: 55

The soup **smells** great.  
The flowers **look** beautiful.  
How **does** the chicken **taste**?

The music **sounds** terrible.  
The baby rabbit **feels** soft.  
It **tastes** delicious.

- 4 **Play a game.** Play with a partner. Describe what you see. Use your senses.



64

- Have students close their books. Write the following sentence frames on the board and have students copy them on a piece of paper:

The soup _____ great.	The music _____ terrible.
The flowers _____ beautiful.	The baby rabbit _____ soft.
How does the chicken _____?	It _____ delicious.

- Say *Listen to each sentence. Write the word that goes on the blank line.* Then slowly read each sentence from the Grammar box on p. 64 from left to right. Have students fill in the missing words on their papers.

### Practice

- Gather the objects used in the Warm Up activity. Write *tastes, sounds, smells, looks, and feels* on the board. Pick up the piece of candy. Put it under your nose. Point to the word *smells* and say *The candy smells sweet!* Point to your mouth and to the word *tastes*. Say *The candy tastes delicious!*
- Hold up the bell and ring it. Point to *sounds* and ask a student *How does the bell sound? Does it sound loud or soft?* Have the student answer in a complete sentence. Hold up the flower. Point to *looks* and ask *How does the flower look? Does it look beautiful or ugly?* Continue modeling using sense verbs with students until everyone has answered a question.

### Apply 4

- 4 Have students open their books to p. 64. Direct their attention to the game board for Activity 4. Call on students to tell what each picture on the game board shows.
- Read the game directions aloud. Distribute spinners or some other numbered devices to pairs. Say *Take turns with your partner. Follow the arrows around the game board.* Point to the sense verbs on the board. Then say *Each time you land on a space, make a sentence using one of the words on the board.*

### Wrap Up

- Put students in small groups. Have each group choose an object in the classroom and say three sentences about how it looks, feels, tastes, smells, or sounds. Have other groups guess the object.

## Be the Expert

### Our World in Context

Cultures all across the world use spices to make food look, smell, and taste better. Cinnamon and ginger are two common spices in Europe, the Americas, and Asia. These spices make food smell and taste more flavorful. Some spices also change how a food looks. When saffron is added to food, for example, it colors the food yellow.

### Grammar in Depth

In this lesson, *taste, sound, smell, look, and feel* are used as linking verbs. Linking verbs do not show action; they are used to give more information about a subject, and are followed by an adjective or adverb.

The words *taste, sound, smell, look, feel* can also be used as active verbs. For example, *I smell the soup.* In that case, *smell* is an action.

Linking verb: *The flower smells fragrant. The ocean looks beautiful. The pillow feels soft.*

Active verb: *I smell the flower. I look at the ocean. I feel the pillow.*

### Teaching Tip

#### Classroom Management

Activities that involve students drawing may take too much time on days with time limits. Instead of having students draw, use Picture Cards from other levels and units.

### Formative Assessment

Can students

- describe objects using the linking verbs *taste, sound, smell, look, and feel*? Provide the following sentence frames for students to complete:

*The lemonade \_\_\_\_\_ delicious.* (tastes)

*The cat \_\_\_\_\_ soft.* (feels)

*The music \_\_\_\_\_ great.* (sounds)

*The cheese \_\_\_\_\_ bad.* (smells)

*The flower \_\_\_\_\_ beautiful.* (looks)

## Warm Up

- Brainstorm** Review the vocabulary items from pp. 62–63. Then show the class various small objects, for example, a cotton ball, a bell, a piece of candy, a coin, a flower, a leaf, a rock, a tissue.
- Pass the objects around the room so students can examine them. Say *Look closely at each thing. How does it look? What color is it? How does it feel?* Model the following actions. Say *Shake it. Does it make a sound? Smell it. Does it have a smell?*
- Give students about fifteen seconds to examine the objects. Then put the objects in a box. Have one student come to the front of the room and turn his back to the class. Have the student pick and describe one object from the box.
- Say *Pick one thing. Tell about it. Use words we learned in this lesson.* If the student is having difficulty describing the object, ask guiding questions such as *Is it hard? Is it soft? Is it ugly? Is it beautiful?*
- Have the class guess the object. Then repeat the activity with other students until all the objects in the box have been chosen.

### Present

- Say *Open your books to page 64. We're going to listen to some sentences. The sentences tell how things smell, sound, look, feel, and taste.* Play TR: 55. Have students read along in their books.



## Vocabulary 2

### Objective

- Students will
- describe how things taste.

**Vocabulary** *sweet, salty, bitter, sour, spicy*

**Content Vocabulary** *coffee, honey, lemon*

**Resources** Workbook p. 48; Audio CD TR: 56–57; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic organizers (Two-column chart), Activity Worksheet 6.2; Picture Cards 404–405, 407–408, 411, 413–420

### 5 Listen and say. Read and write. TR: 56



sweet



salty



bitter



sour



spicy

- This lemon isn't sweet. It's \_\_\_\_\_.
- I don't like honey. I don't like \_\_\_\_\_ things.
- These potato chips have a lot of salt. They're very \_\_\_\_\_.
- I don't like the taste of coffee. It's very \_\_\_\_\_.
- I like peppers. They're really \_\_\_\_\_.

### 6 Listen and stick. Work with a partner. Check your answers. TR: 57

Number 1 is spicy.

Yes. It's a pepper.

1

2

3

4

5

65

### Practice 5

- Say *Open your books to page 65. Look at each photo as you say aloud each vocabulary word. Make a face to show how each food tastes.* Model as necessary.
- Point to each picture and say *Honey is sweet. Chips are salty. Coffee is bitter. Lemons are sour. Peppers are spicy.* Have students repeat after you. ✓ Ask *How does honey taste?* (sweet) If students have difficulty responding, ask questions such as *Is honey sweet or sour?*
- Write the following statements on the board. Have students come up and circle the correct answer.

Honey is sweet/spicy. (sweet)	Chips are spicy/salty. (salty)
Coffee is spicy/bitter. (bitter)	Peppers are spicy/bitter. (spicy)
Lemons are sour/salty. (sour)	

- Say *Now listen carefully to the words and sentences. Say them aloud after you hear them.* Then play TR: 56.
- 5 Read item 1. Have students orally fill in the blank. Then have them complete items 1–5 in their books. Students may look at the board if they need help.

### Apply 6

- 6 Pair students. Say *Let's do a sticker activity. Listen to the people talking. Put a sticker down to show the food or drink.* Play TR: 57. After students finish, circulate among the pairs. Point to a sticker and ask *What food or drink is it?* Then ask or questions such as *Is it sweet or spicy?*

### Wrap Up

- Tell students what you like to eat for breakfast. Describe each item as *sweet, salty, bitter, sour, or spicy.* Pair students. Say *Tell your partner what you like to eat for breakfast. Say if the food is sweet, salty, bitter, sour, or spicy.*

## Be the Expert

### Teaching Tip

**Leveling** If students have trouble thinking of a full sentence to answer a question, accept shorter responses. A student might answer *sweet* to the question *How does it taste?* Tell students the answer is correct, and then repeat the answer using a complete sentence. *A cookie is sweet.*

### Warm Up

- Activate prior knowledge** Draw a two-column chart on the board with the headings **Tastes delicious** and **Tastes terrible**. Ask students *What do you like to eat? What do you like to drink?* Write students' answers in the **Tastes delicious** column.
- Ask *What's one food you don't like to eat? What's something you don't like to drink?* Write students' answers in the **Tastes terrible** column. Have students use the chart to discuss likes and dislikes, using *tastes delicious* and *tastes terrible*.

### Present

- Hold up Picture Cards 404–405, 407–408, 411, 413–415 one at a time. Say each word and have students repeat after you. Say *We're going to learn*

*more words to describe taste.* Hold up Picture Card 416. Say *bitter* and have students repeat. Say *Some people think coffee is bitter!* Then hold up Picture Card 417, say *salty* and have students repeat. Say *Chips are salty.*

- For Picture Cards 418–420, say aloud each word and have students repeat. Model a facial expression as you describe each taste: *Lemons are sour! Some peppers are spicy! Honey is sweet!*
- Recycle** Say *Fold your hands if the sentence I say is true. If it's not true, raise your hand and correct the sentence.* Say the following sentences: *Bananas are salty.* (False. Bananas are sweet.) *Potato chips are bitter.* (False. Potato chips are salty.) *Some peppers are spicy.* (True)

### Formative Assessment

Can students

- describe how things taste?  
Write *sweet, salty, bitter, sour,* and *spicy* on the board. Have students name a food and choose a word from the board to complete the following sentence frame: (Food/Drink) is/are \_\_\_\_\_.

**Review** For additional practice, direct students to Activity Worksheet 6.2.



## Grammar 2

### Objective

Students will

- use the simple past of *to be*.

**Grammar** use the simple past of *to be*

**Academic Language** *match, spin*

**Resources** Workbook pp. 49–50;  
Audio CD TR: 58; Video:  
Grammar 2; Classroom  
Presentation Tool: Grammar 2;  
Teacher's Resource CD-ROM:  
Activity Worksheet 6.3

### GRAMMAR TR: 58

How is the ice cream? It's delicious!  
How **was** the ice cream? It **was** delicious. More, please!  
How **were** the cookies? They **were** great. Can I have one more, please?



### 7 Read and write.

1. That ice cream \_\_\_\_\_ delicious. I want more!
2. The music \_\_\_\_\_ loud, but now it's quiet.
3. The flowers \_\_\_\_\_ beautiful before. They are ugly now.
4. Good job! That song \_\_\_\_\_ beautiful.
5. Those grapes \_\_\_\_\_ good. Are there any more?

### 8 Play a game. Make the wheels on page 107. Spin and make sentences. Play with a partner.

Flowers, were. The flowers were beautiful, but now they aren't.



66

## Practice 7

- Read aloud the sentences in the Grammar box on p. 66.  
✓ Ask *How was the ice cream?* (It was delicious.) *How were the cookies?* (They were great.) If students have difficulty, write on the board: *The ice cream was/were delicious. The cookies was/were great.* Have students write each sentence and circle the correct form of *to be*.
- 7 Complete item 1 on p. 66 with students. Then have students complete the activity. Say *Write was or were. Use was to tell about one thing. Use were to tell about more than one thing.*

## Apply 8

- Write the following on the board:

One	More than One
is	are
was	were

- Read the directions for Activity 8. Pair students and have them make the wheels on p. 107. Model the activity. Say *Spin the wheel with the pictures. Then spin the wheel with were, is, was, and are.* Spin each wheel. If the wheels don't match, say *No Match!* If the wheels do match, write an example sentence.
- Have pairs play the game. ✓ Observe partners as they play. If students are having difficulty, say *Spin the picture wheel. Is there one thing, or more than one thing?* Direct students' attention to the chart on the board.

## Wrap Up

- Play the unit song. Turn the volume up or down. Ask *Is the music quiet or loud?* Say *The music is (quiet/loud).* Turn the music off. Ask *How was the music?* Say *The music was (quiet/loud).* Repeat several times, lowering or raising the volume each time.

## Be the Expert

### Grammar in Depth

Noncount nouns, such as *water, milk, and cheese*, refer to things that cannot be counted individually. Students should always use the verb *was*, not *were*, with noncount nouns.

Count nouns name things that can be counted, for example, *apples, balloons, or supermarkets*. Students will have to identify whether the count noun is singular or plural, and then use *was* for one and *were* for more than one.

## Warm Up

- **Activate prior knowledge** Walk around the room. Ask individual students *What do you like to eat for breakfast? What do you like to drink for breakfast?* After the students answer, ask questions such as *Is it/Are they delicious? Is it/Are they sour? sweet? spicy?*
- **Set the stage** Draw a plate of eggs and a cup of coffee on the board. Point to each drawing. Say *I eat eggs for breakfast. I drink coffee for breakfast.* Act out eating eggs. Say *Mmm, these eggs are delicious!* Act out drinking a cup of coffee. Make an unhappy face. Say *This coffee is bitter. I'll put more sugar in it.* Pantomime pouring or spooning sugar into the coffee cup, and tasting the coffee. Say *The coffee was bitter. Now it's sweet!*

## Present

- Write **Past** and **Now** on the board.

Past	Now
------	-----

- **Explain** Point to **Now** and say *To talk about now, we use is or are.* Under **Now** write *is/are*. Say *The coffee is sweet. The eggs are delicious.* Point to **Past** and say *To talk about the past, or before, we use was or were.* Under **Past** write *was/were*. Say *The coffee was bitter. The eggs were delicious.*
- Display the Grammar box on p. 66. Have students read along as you play **TR: 58**. Point to **Now**. Write and say *The ice cream is delicious.* Underline *is*. Point to **Past** and write *The ice cream was delicious.* Underline *was*.
- Repeat with the sentences about cookies.

### Formative Assessment

Can students

- use the simple past of *to be*?

Have students complete the following sentence frames with *was* or *were*.

The food \_\_\_\_\_ The rocks \_\_\_\_\_  
delicious. \_\_\_\_\_ hard.  
The flowers \_\_\_\_\_ The music \_\_\_\_\_  
beautiful. \_\_\_\_\_ very loud.

**Review** For additional practice, direct students to Activity Worksheet 6.3.



## Song - The Sounds of English

### Song

#### Vocabulary

Vocabulary 1 *soft, loud, beautiful*

Vocabulary 2 *sweet*

#### Grammar

Grammar 1 use linking verbs *taste, smell, sound, look, feel*

#### Content Vocabulary

Content Vocabulary *drum, garden*  
**Resources** Workbook p. 51; Audio CD TR: 59; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 6.4; Picture Cards 404, 407, 408, 411, 414, 415, 418, 420

#### Related Vocabulary

*fur, paws, snow*

### The Sounds of English

**Resources** Workbook p. 51; Audio CD: TR: 60; Classroom Presentation Tool: The Sounds of English; Picture Cards 33, 88, 139, 358, 379, 397, 411, 417. The Sounds of English Card 7

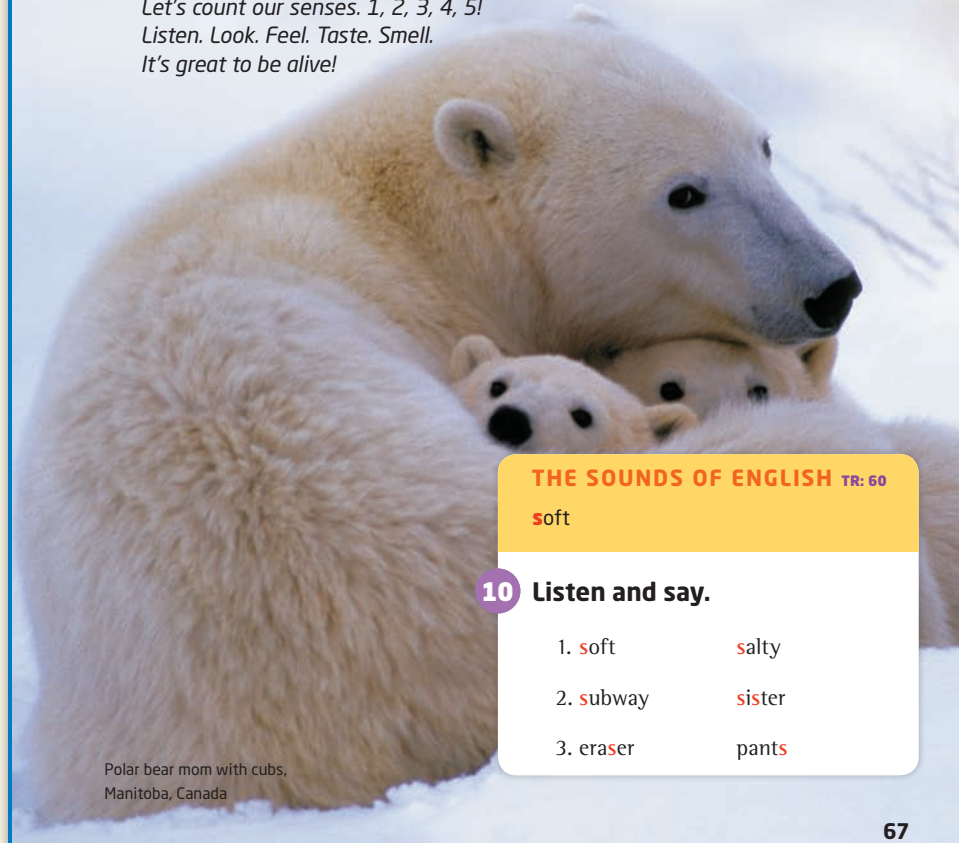
**Materials** note cards

9 Listen. Read and sing. TR: 59

## Our Senses

*How does the cake taste?  
It tastes sweet.  
How does a kitten feel?  
It feels soft.*

*Let's count our senses. 1, 2, 3, 4, 5!  
Listen. Look. Feel. Taste. Smell.  
It's great to be alive!*



Polar bear mom with cubs, Manitoba, Canada

67

### THE SOUNDS OF ENGLISH TR: 60

soft

10 Listen and say.

- |           |        |
|-----------|--------|
| 1. soft   | salty  |
| 2. subway | sister |
| 3. eraser | pants  |

- Point to each word on the board again and work with students to think of an opposite term. For example, point to *sweet*. Sing or play these lines from *Our Senses*: "How does the cake taste? It tastes sweet." Then say *Some things aren't sweet. They're sour. A lemon is sour. What else is sour?* (some pickles, limes, lemonade without sugar) Repeat for the other three words.
- Display the Picture Cards for *sweet, sour, soft, hard, loud, quiet, beautiful, ugly* in random order. Write the following pairs of sentences on the board and have students copy them:

- |                          |                        |
|--------------------------|------------------------|
| 1. The fur feels _____.  | The table feels _____. |
| 2. The stars look _____. | The bugs look _____.   |
| 3. The _____ is _____.   | The _____ is _____.    |

- Put students in groups and have them complete the first two sentence pairs. Then have them choose two objects in the classroom and use them to complete the last pair. Have group members take turns reading one of their sentences to the class.

### The Sounds of English: /s/ as in soft 10

- Hold up the Picture Card for subway. Ask *What is this?* When students answer, say *That's right. It's the subway.* Write *subway* on the board and underline the *s*. Say the word and have students repeat. Say *Now let's listen to words like subway.* Play TR: 60 once while students just listen. Then say *Let's listen and say.* Play TR: 60 again and have students repeat the words.
- For more practice, have students play a game of Sound Train. Divide students into pairs or small groups. Give each pair or group a drawing of a subway or train engine and a number of blank "cars" (note cards) to attach to the engine.
- Display Picture Cards that contain the target sound (*soft, salty, subway, eraser, pants, sandwich, hamster, and restaurant*) and some that don't. Hold up a Picture Card, say the word, and have students repeat the word if it contains the target sound. If students repeat an incorrect word, say a word with the target sound to demonstrate the contrast.
- Have students copy the correct words onto their note cards. Have them tape their cards to a length of string, then tape the string to the engine. Display students' Sound Trains on a classroom wall.

### Use the Song 9

- Activate prior knowledge** Ask *What are the five senses?* (taste, smell, sound, look, feel) As students call out answers, have them point to the body part (mouth, nose, ears, eyes, fingers) related to each sense.
- Say *Open your books to page 67. Look at the photo.* Point to the adult bear. Ask *What animal is this?* (a polar bear) *Do you think a polar bear's fur is soft or hard?* Then point to objects in the classroom. Ask *Is it hard? Is it soft? Our senses tell us if things are hard or soft.*
- Act it out** Say *Let's listen to a song about our senses.* Play the first two verses of TR: 59. For each question in the song, model an action. For example, pretend to eat cake and pet a kitten.

During the chorus put your fingers up one at a time ("Let's count our senses, 1, 2, 3, 4, 5!") As the words "Listen, Look, Feel, Taste, Smell" are sung, point to the related body part.

- Play the two verses again. Have students model the actions with you as the song plays.

### Extend

- Play TR: 59 all the way through. Complete song lyrics can be found on Student Book p. 95. Write *sweet, soft, loud, and beautiful* on the board. As you point to each word, say *The cake is sweet. The kitten is soft. The drum is loud. The garden is beautiful.*

## Be the Expert

### About the Photo

This photo shows a mother polar bear and her two cubs. Polar bears live in the Arctic. A mother polar bear gives birth to her cubs in the winter. She usually has one to three cubs.

Polar bears' powerful sense of smell helps them detect prey. They can smell a seal in its den below a thick layer of snow. Polar bears' strong sense of smell also helps them find mates. A polar bear can identify by smell whether a set of footprints were made by a male or female bear.

### Teaching Tip

Songs are a great way for students to practice pronouncing words. Review songs for difficult words. Give students the opportunity to hear and say challenging words. Replay song lines that have difficult words. Pause the music and have students sing the lines aloud.

### The Sounds of English Cards

You can use The Sounds of English Card 7 to teach the /s/ sound. Audio for this card is available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet 6.4.



## Reading

### Objectives

- Students will
- describe unusual animal senses.
  - compare and contrast human and animal senses.

**Reading Strategy** Compare and Contrast

**Content Vocabulary** bears, chameleons, seals, spiders, whiskers

**Resources** Workbook pp. 52–53; Audio CD TR: 61; Classroom Presentation Tool: Reading

**Related Vocabulary**  
environment, eyesight

### 11 Listen and read. TR: 61

## Amazing Animal Senses

Many animals see, hear, smell, taste, and touch in a different way from humans. Do you walk on your dinner to taste it? Well, a butterfly does—it tastes with its feet!

People use their fingers to touch. Seals use their whiskers. They can feel fish through the water 180 meters (590 feet) away.

Spiders don't have ears. They hear using hundreds of small hairs on their legs. Bears can smell things that are 32 kilometers (20 miles) away.

Chameleons can see very well. One eye looks up, and the other eye looks down. Chameleons can see all around them!



### 12 Work with a partner. Talk about other animals you know.



68

## Warm Up

- On the board, draw a pair of eyes, a pair of ears, a nose, a mouth, and a hand. Say *Let's talk about how we see, hear, smell, taste, and touch.* Ask *What do we use to see?* (our eyes) Have a student write see above the picture of eyes. Ask about the other senses and have students label the pictures.
- Ask questions such as *Do you use your eyes or your ears to see?* Have students answer using the sentence frame *I use my \_\_\_\_ to \_\_\_\_.*

## Present 11

- **Describe** Say *Open your books to page 68. We're going to read about how animals use their senses in different ways than we do.* Point to the seal. Say *A seal has whiskers.* Point to the chameleon. Say

*Look at the chameleon's eyes. One looks up and one looks down at the same time!*

- Point to the title and read it aloud. Ask *What does the word amazing mean to you?* (great, different, unusual, awesome) What do you think this Reading is about? (unusual animals, animals that do amazing things) Say *Let's read and find out!*
- Play **TR: 61** and have students read along silently.
- Play **TR: 61** again. Pause at the end of each paragraph to check for comprehension. Ask:  
**Paragraph 1:** *What do people use to taste?* (mouths) *What do butterflies use to taste?* (feet)  
**Paragraph 2:** *What do people use to touch?* (fingers) *What do seals use to touch?* (whiskers)

**Paragraph 3:** *Do spiders hear with ears?* (no) *What do they use?* (hairs on their legs) *Do bears have a good sense of smell?* (yes) *How do we know?* (They can smell things that are 32 kilometers away.)

**Paragraph 4:** *What can a chameleon's eyes do?* (One looks up and one looks down.)

- **Think Aloud** Model how to compare and contrast human and animal features. Say *A chameleon has two eyes like me. My eyes can look up and down. A chameleon's eyes can look up and down, too. In that way, we're the same. But a chameleon can look up with one eye and down with the other eye at the same time! I can't do that! In that way, we're different.*
- **Graphic literacy** Have students use the diagram on p. 68 to compare and contrast human and animal senses. Ask *Who is close to the mouse?* (a person) *What is far away?* (a hawk) Say *The person and the hawk both see the mouse. The person has to be close to the mouse to see it, but the hawk can see the mouse from far away!* Ask *Who has better eyesight, the person or the hawk?* (the hawk)

## Apply 12

- Divide students into four or five groups. Assign each group one of the following animals from the Reading and its related paragraph: butterflies (Paragraph 1), seals (Paragraph 2), spiders (Paragraph 3), bears (Paragraph 3), and chameleons (Paragraph 4). Say *Read the part about your animal. What sense does it talk about? What's unusual about that sense in your animal?* Have groups share their information.
- Ask *What animals do you know?* Have students call out names. Write the names on the board. Ask questions about each animal, for example, *Can it hear well? Can it see well? Does it have any unusual senses?* Discuss the animals as a class.
- **12** Read the model dialogue on p. 68 aloud, or choose a student to read with you. Then review the animals on the board. Pair students and say *Think of an animal. Tell your partner about the animal's senses.*

## Wrap Up

- Have the class stand in a circle. Stand in the center of the circle. Point to your eyes. Say *I see with my \_\_\_\_.* Have students complete and repeat the sentence. Continue with *hear/ears, smell/nose, taste/mouth and tongue, and touch/fingers.* Have students model each action as they speak.

## Be the Expert

### About the Photo

The lizard shown in the photo is a chameleon. Chameleons have the unusual ability to change the color of their skin in response to their environment. There are over 150 species of chameleons in the world. Over half the known species of chameleons live on the African island of Madagascar.

### Our World in Context

Hawks live on every continent except Antarctica. The red-tailed hawk is the most common hawk in North America. It uses its incredible eyesight to find its food.

### Reading Strategy

**Compare and Contrast** Students can use signal words such as *both, also, and too* to identify similarities in a reading. Signal words such as *but* and *different* may help indicate differences in a text. Encourage students to use Venn diagrams when keeping track of similarities and differences in texts.

### Formative Assessment

Can students

- describe unusual animal senses?  
Ask students questions such as *What unusual animal sense do you think is interesting?*
- compare and contrast human and animal senses?  
Have students tell how one animal's sense is different from a human's sense.



## Value

**Value** Enjoy the world through your senses.

### Objectives

Students will

- read and talk about enjoying the world through their senses.
- write and listen to sentences.

**Resources** Values Poster

# Enjoy the world through your senses.

Take time to enjoy the world around you. Use your senses.



How do your senses tell you about the world around you?

NATIONAL GEOGRAPHIC

Iguazu Falls, Argentina and Brazil

## Give the Unit Quiz

- Hand out the Unit 6 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to the pictures in Section 1 on page 110. Say *Look at the pictures.* Point to the letters. Say *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB38**. (Be quiet!) When students have written a letter, ask *What letter did you write?* When students respond with the letter *F*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB38**.
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use *was* or *were*. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing word to complete the sentence you hear.* Play **TR: AB39**. (Your sandwich looks delicious.) When students have completed the sentence, ask *What sentence did you write?* Begin the quiz when students respond with *Your sandwich looks delicious.* Say *Let's begin.* Play the rest of **TR: AB39**.
- **Speaking instructions** Point to the image at the bottom of p. 125. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *How do the apples look?* Point to the apples on the tree. Say *They look delicious.*
- See page 130 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 110–111, 125, 130, 133–134, 137; Audio CD TR: AB38, AB39

## Be the Expert

### Testing Tip

**Focus on the positive.** Remind students to focus on what they know, and to come back to difficult questions at the end. Explain that it's okay if they do not remember something: they will have time to review things they didn't remember after the test.

## Value

- Point to the photo on p. 69. Say *This is a waterfall.* Ask *Does it look beautiful? Imagine you're near it. Does it sound quiet or loud?* (loud)
- Have a student read aloud the sentences above the waterfall. Explain that we use *enjoy* to tell about what we like. Ask *What do you enjoy?* (music, food, animals) Say *I enjoy music. I use my ears to hear music.*
- Ask *How do you use your senses to enjoy the world?* Provide the sentence frames *I enjoy \_\_\_\_\_.* *I use my \_\_\_\_\_ to \_\_\_\_\_.* Model responses. Say *I enjoy music. I use my ears to listen. I enjoy eating. I use my mouth and tongue to taste.*
- Read aloud the question at the bottom of p. 69. Put students in four groups. Assign each group a season. Say *Talk about what you see in your season. What do you hear, smell, taste, or touch?*
- Write this sentence on the board: *I use my eyes to see flowers come up in spring.* Have a student in the "spring" group read it aloud. Tell students to use it as a model if they need help getting started with their discussions.
- Appoint a note-taker for each group to keep track of students' ideas. When groups are finished, have them share their notes with the class.

### Assess Unit Objectives

Ask questions such as the following:

- *How do cookies taste?*
- *How was your breakfast?*
- *How does an angry person sound?*

**Project** For a theme-related closing activity, direct students to the Unit 6 Project Worksheet.



## Video

**Vocabulary 1** *hard, soft, loud, quiet, delicious, terrible, beautiful, ugly*

**Vocabulary 2** *salty, bitter, sour, sweet, spicy*

**Grammar 1** using linking verbs *taste, sound, smell, look, feel*

**Grammar 2** using simple past of *to be*

**Song** *Our Senses*

**Viewing** senses and the natural world

**Story Time** *The Four Blind Men*

**Resources** Student Book pp. 60–66

### Before You Watch

- Play the introduction. Pause after Ellen and Sofia talk about the flowers and scarf. Ask *How do the flowers look?* (beautiful) *How do the flowers smell?* (terrific) *How does the scarf feel?* (soft)
- Play the rest of the introduction. Ask *How many senses do we have?* (five) Have students watch Sofia as she points to each sense. Have students repeat the words and her actions.

### While You Watch

- Have students look and listen for target words that describe how things *taste, sound, look, smell, and feel*.
- Say *Listen carefully for the words taste, sound, look, smell, and feel*.
- On the board, write *taste, sound, look, smell, and feel* in a column. Have students copy the terms. Have them write notes and sample sentences next to the appropriate sense as the video plays.
- Pause the video to allow students time to look closely at the pictures and describe how the items taste, sound, look, smell, and feel.

### After You Watch

- Have partners share the sentences they wrote. Then play parts of the video with no sound. Have students tell what's happening in the video.



### Zoom In

#### Vocabulary

- Select a vocabulary segment. Replay the segment, pausing after each sentence. Have students read and say the sentence aloud. Ask a comprehension question such as *How do the rocks feel?* (hard)

#### Grammar

- Play Grammar 1. Pause at the end of the scene and point to each food or drink on the blanket. Ask *How does (the lemonade) taste?* (sweet and sour)

#### Song

- Play the Song. Have students listen to *Our Senses* once. Then play the song again. Ask students to read along and act out Sofia's actions with her.

#### Viewing

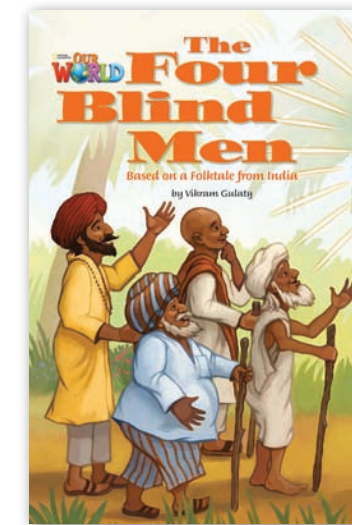
- Play a few seconds of the viewing segment. Draw a flower on the board. Ask *How does a flower look? How does a flower smell?*
- After viewing, have students form groups. Assign each group one of the following words: *beautiful, smell, sweet, quiet, ugly*. Say *Listen for your word*. Play the segment again. After, have each group say sentences using their word.

#### Story Time

- View Story Time, *The Four Blind Men*, with students. After each blind man touches the elephant, pause and ask *How does it feel?*
- Play Story Time again, all the way through without pausing. After students have viewed *The Four Blind Men* a second time, draw an elephant on the board. Point to each part and ask students to describe it.

### The Four Blind Men

Four blind men are walking through the jungle. Suddenly, they hear a strange sound. What's in the jungle with them? Each man guesses something different. Who's right?



### Before You Read

- **Build background** Write the word *blind* on the board. Say *A person who is blind cannot see. Some people are born blind. Some people lose their eyesight because of a sickness or an accident.*
- **Introduce the strategy** Put a soft object and a hard object in a box. Say *We ask questions to learn*. Have a student come to the front of the class. Say *Close your eyes. Can you see?* (no)
- Then say *Keep your eyes closed. Pick one thing from the box I put in your hands. I'm going to close my eyes, too, so I can't see what you pick*. After the student has picked an object, turn away, open your eyes, and say *I want to learn about what you picked. I'm going to ask you questions*. Ask *How does it feel? Does it feel hard? Does it feel soft? Does it smell sweet? Does it look beautiful?* Have the student answer. Then guess what the object is. Review with the class. Ask students to tell about the object.

### While You Read

- Pair students. Have them practice asking questions in the simple past. Remind students to ask *How was?* and *How were?* questions.
- p. 4: Say *The man feels something*. Write the following questions on the board and ask aloud: *What was it like? Was it short or long?* (long) *Was it weak or strong?* (strong)
- pp. 5–7: Have partners alternate asking and answering questions about each page. If they have difficulty, remind them to look at the questions on the board.

### After You Read

- Arrange students in four groups and assign each group a different page from pp. 8–11. Have each group write two questions based on their page. Groups can read aloud their questions for other groups to answer.

## Unit 6 Reader

**Text Type** folktale

**Vocabulary** *beautiful, hard, loud, sweet*

**Grammar** use linking verbs (*taste, smell, feel*); use the simple past of *to be*

**Reading Strategy** Ask Questions

**Resources** Video: Story Time;  
Classroom Presentation Tool: Story Time

**Materials** box; small, soft object, such as a cotton ball; small, hard, object, such as a rock

## Be the Expert

### Our World in Context

*The Four Blind Men* is a folktale from India. Much of traditional Indian literature is inspired by the ancient songs and writings of the Hindu religion. If possible, point out India on a world map.

### Reading Strategy

**Ask Questions** Asking questions can help students stay interested in a text and help them monitor their understanding. Students can ask questions such as *What do I already know about this? Which words are new to me? Which sentences did I not understand? How does the picture help me better understand the words? What in the story reminds me of something in my life?*

### Text Background

A folktale is a very old story passed down from generation to generation. In the past, folktales were memorized by storytellers and shared orally. These made-up stories may include animal characters and often teach a lesson about life.



## Audio Script

### Student Book

#### TR: 53 Unit 6. 1 Listen and read.

We use our eyes, ears, nose, tongue, and skin to learn about the world around us.

ugly; beautiful; hard; soft; terrible; delicious; quiet; loud

#### TR: 54 2 Listen and say.

ugly. This bird is ugly.

beautiful. This bird is beautiful.

hard. This chair is hard.

soft. This chair is soft.

terrible. This food is terrible.

delicious. This ice cream is delicious!

quiet. Shhh! Be quiet!

loud. The music is too loud.

#### TR: 55 Grammar

The soup smells great.

The music sounds terrible.

The flowers look beautiful.

The baby rabbit feels soft.

How does the chicken taste?

It tastes delicious.

#### TR: 56 5 Listen and say.

sweet. This honey is very sweet.

salty. The chips are salty.

bitter. Black coffee tastes bitter.

sour. Lemons are sour.

spicy. These peppers are very spicy.

#### TR: 57 6 Listen and stick. Work with a partner. Check your answers.

OK – food number 1. That is spicy. Don't eat it! It's a pepper!

And now number 2. Oooh that's sour. That's lemon, I think.

And number 3? Yum! My favorite. That's very sweet. It's strawberry ice cream!

Right – number 4. Hmmm – These are salty! They're potato chips!

And the last one – number 5! Mmmm. I know what that is. It's very bitter. It's black coffee.

#### TR: 58 Grammar

How is the ice cream? It's delicious!

How was the ice cream? It was delicious. More, please!

How were the cookies? They were great. Can I have one more, please?

#### TR: 59 9 Listen. Read and sing.

Note: Lyrics for the song *Our Senses* are on Student Book p. 95.

#### TR: 60 10 The Sounds of English /s/ soft Listen and say.

1. soft; salty 2. subway; sister 3. eraser; pants

#### TR: 61 11 Listen and read.

##### Amazing Animal Senses

Many animals see, hear, smell, taste, and touch in a different way from humans. Do you walk on your dinner to taste it? Well, a butterfly does—it tastes with its feet!

People use their fingers to touch. Seals use their whiskers. They can feel fish through the water 180 meters (590 feet) away.

Spiders don't have ears. They hear using hundreds of small hairs on their legs. Bears can smell things that are 32 kilometers (20 miles) away.

Chameleons can see very well. One eye looks up, and the other eye looks down. Chameleons can see all around them!

### Workbook

#### TR: 37 Unit 6. 1 Listen and look. Write the number in the box.

1. These flowers are beautiful. 2. Uugh, this apple is terrible! 3. This toy is soft. 4. It's quiet in the library. 5. This apple is delicious! 6. These flowers are ugly. 7. This toy is hard. 8. The music is loud.

#### TR: 38 4 Read and write. Listen and check.

1. My mother drinks tea every morning, but I don't like it. It's bitter. 2. Lemons are sour, but sometimes lemonade is sweet. 3. There are peppers in the soup. It's very spicy. 4. These chips are very salty. 5. This apple isn't sweet. It's sour.

#### TR: 39 10 Listen and read. Can you say these fast?

1. Sonia eats sweet and sour ice cream on Sunday. 2. Bill buys big boxes of bitter brown beans. 3. Don't taste that terrible tea tomorrow.

#### TR: 40 11 Listen to the song. Draw lines to match.

Note: Lyrics for the song *Our Senses* are on Student Book p. 95.

#### TR: 41 13 Listen. Which words have the sound of s as in soft? Color the stars.

1. soccer; soccer 2. grapes; grapes 3. hospital; hospital 4. ship; ship 5. bus; bus

#### TR: 42 15 Listen and read.

Stinky Animals and Plants

Many things smell good. But some animals and plants smell terrible!

The Eastern snake-necked turtle lives in Australia. If you catch one, it smells terrible. In Australia, people call this turtle the "stinker"!

Many flowers smell good, but the rafflesia doesn't. It smells terrible! The rafflesia is the biggest flower in the world. It grows in southeastern Asia. It smells like old meat. Flies like the smell, and they fly to the rafflesia flower.

## Answer Key

### Student Book

#### Unit Opener SB p. 60

looking at the jellyfish.

#### 5 SB p. 65

1. sour 2. sweet 3. salty 4. bitter 5. spicy

#### 6 SB p. 65

1. a pepper 2. lemon 3. strawberry ice cream 4. potato chips 5. black coffee

#### 7 SB p. 66

1. was 2. was 3. were 4. was 5. were

### Workbook

Go to pp. 215–217 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about what animals look like and where they live.

### Content Objectives

- Students will
- identify and discuss animal habitats.
  - identify animal traits and discuss reasons for these traits.

### Language Objectives

- Students will
- name animal habitats.
  - say what animals look like.
  - talk about animal homes.

### Vocabulary

**Vocabulary 1** a forest, ice, a desert, a hive, a cave, mud, a rain forest, an island, a nest, snow

**Vocabulary 2** a tongue, fur, horns, a pouch, wings

### Grammar

**Grammar 1** use *why* and *because* to talk about cause and effect

**Grammar 2** use infinitives of purpose

### Pacing Guides

L3U7  
Value Protect animal habitats.

## Unit Opener

### Objective

- Students will
- discuss a photo.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster; Picture Cards 35, 135, 155

### Related Vocabulary

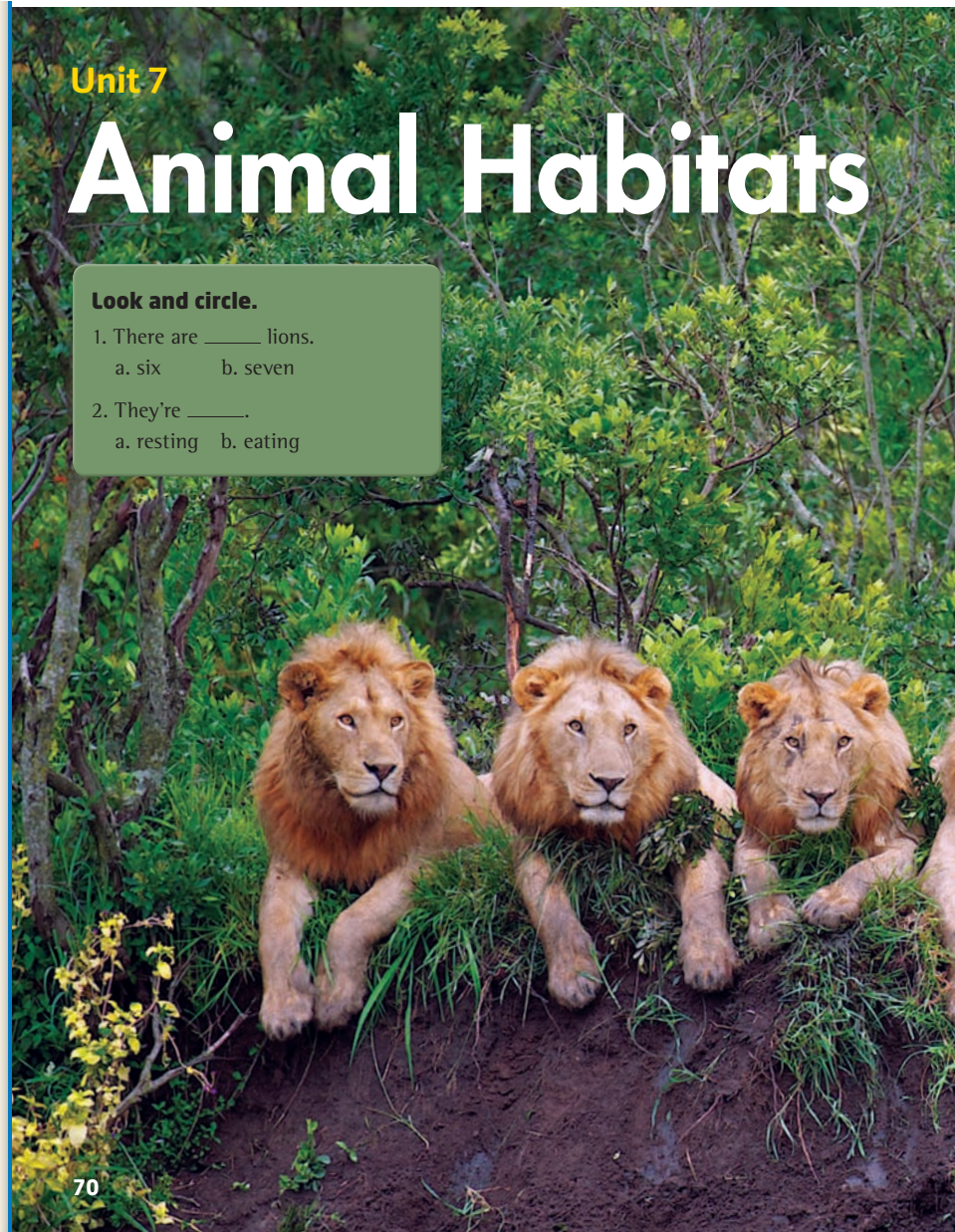
mane, paw

## Unit 7

# Animal Habitats

### Look and circle.

1. There are \_\_\_\_\_ lions.  
a. six      b. seven
2. They're \_\_\_\_\_.  
a. resting   b. eating



70

## Introduce

- **Build background** Say *Open your books to page 70.* Say *We're going to talk about animal habitats. A habitat is an animal's home.* Say *The ocean is home for fish. The ocean is their habitat.* Say *We live in (a city). The (city) is our habitat.*
- Display Picture Cards 35 (a bird), 135 (fish), and 155 (a rabbit). Draw a two-column chart with the headings **Animal** and **Habitat**. Show Picture Card 35 and point to *bird*. Write *a bird* in the **Animal** column.
- Ask *Does a bird live in a hive or in a tree?* (a tree) Repeat for a fish and a rabbit. Ask *Does a fish live in a tree or in the ocean?* *Does a rabbit live in the ocean or in the grass?* Write responses in the **Habitat** column.

Animal	Habitat
a bird	a tree
a fish	the ocean
a rabbit	



Lions resting, Tanzania

71

- **Recycle** Draw students' attention to the photo on pp. 70–71. Ask *What animals are these?* (lions) Ask *How do the lions look?* (beautiful, scary, strong) Ask *How do you think a lion's fur feels?* (soft) Ask *How do lions sound?* (loud, scary) Roar like a lion. Say *Lions sound loud!* Have students roar with you. Say *Sound loud! Now sound scary!*
- Ask questions such as the following to encourage discussion of the photo:
  - What else do you see in the photo?* (trees, dirt)
  - What color are the lions?* (brown)
  - Are the lions big or small?* (big)
- Guide students through the activity on p. 70. Read aloud item 1. Ask *How many lions do you see?* (six) Point to and count the lions. Say *There are six lions!* Have students circle the correct response.
- Have a student read aloud item 2. Pretend to eat. Ask *Are the lions eating?* (no) Act out resting. Ask *Are the lions resting?* (yes) Say *Yes, the lions are resting.* Ask students *Where do you rest?*

## Be the Expert

### About the Photo

This photo shows lions in a reserve in the Serengeti region of Tanzania. Tanzania is a country on the coast of East Africa, along the Indian Ocean. Thanks to its large open spaces, Tanzania is home to a great variety of wildlife, including lions, elephants, giraffes, wildebeests, buffalo, and zebras.

About 25 percent of Tanzania's land is set aside for wildlife parks. These parks provide the animals with a safe habitat in which to live.



### Our World in Context

Animals live in many different habitats across the globe. Some animals live high up in cold, mountainous areas. Others live in dry, hot deserts. Some animals live at the bottom of the ocean, in an environment with no sunlight and very high pressure.

Over a long period of time, animal species can develop adaptations to fit their habitats, however inhospitable the habitat may seem. *Adapt* means to change. Giraffes are animals that adapted to their habitat. They grew very long necks to eat the leaves at the tops of tall trees.



## Vocabulary 1

### Objective

- Students will
- identify animal habitats.

**Vocabulary** a forest, ice, a desert, a hive, a cave, mud, a rain forest, an island, a nest, snow

**Content Vocabulary** houses, apartments, neighborhood, habitat

**Resources** Workbook p. 54; Audio CD TR: 62–63; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Graphic Resources (Word web), Activity Worksheet 7.I; Picture Cards 426–431, 433–436

**Materials** country map (optional)

### Related Vocabulary

bees, dark, under, wet

### 1 Listen and read. TR: 62

### 2 Listen and say. TR: 63

We all need a place to live. We live in houses or apartments. Animals and plants have a place to live, too. This place is called their habitat.



a forest



ice

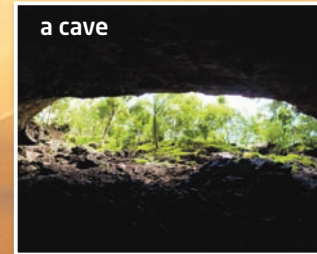
a desert



a hive

Tenere Desert, Niger

72



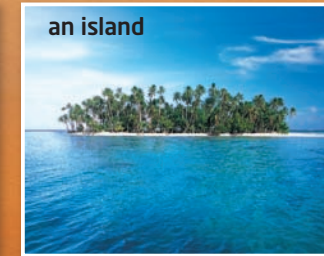
a cave



mud



a rain forest



an island



a nest



snow

### 3 Work with a partner. Ask and answer.

Where do camels live?

They live in the desert.

73

## Be the Expert

### About the Photo

The background photo on pp. 72–73 is of the Ténéré Desert in Niger, Africa. This desert receives only about 25 millimeters (1 in.) of rainfall a year. Camels provide food and transportation for the people living in the Ténéré Desert. Camels have adapted to the dry, hot conditions of a desert habitat. Camels store fat in the humps on their backs. This fat nourishes the camel during those times when it is forced to go without food or water.

### Formative Assessment

Can students

- identify animal habitats? Point to a photograph or draw a picture of an animal habitat. Ask *Is this (a cave) or (an island)?*

**Review** For additional practice, direct students to Activity Worksheet 7.I.

## Warm Up

- **Preteach** Say *Today we're going to talk about animal habitats. A habitat is the place where an animal lives.* Hold up Picture Cards 426–431, and 433–436 one at a time. Say the word on each card. Have students repeat after you.
- Say *Let's talk about our habitat. Our classroom is a kind of habitat. Think about inside and outside.* Ask *How does our habitat feel? Is it hot or cold? Is it wet or dry?*

## Present

- Say *Now open your books to pages 72 and 73. Look at the photos. These photos show different habitats.* Point to each photo and read the vocabulary term aloud. Have students repeat.

- Help students describe the photos. Ask *What grows in a forest?* (trees) *Is ice hot or cold?* (cold) *Where's the hive in the photo on page 72?* (in a tree) Then turn off the lights and say *It's dark in here!* Turn the lights back on. Ask *What habitat is dark?* (a cave)
- Point to the hive and the nest. Ask *What animal lives in a hive? in a nest?* (a bee, a baby bird) *Are these habitats big or small?* (small) Point to the cave and the forest. Ask *Is this habitat big or small?* (big)

## Practice 1 2

- **1** Say *We're going to listen to and read the names of some animal habitats. As you listen, read the sentences on page 72 and the words on pages 72 and 73.* Play TR: 62.

- **2** Say *Now we'll hear a sentence about each habitat. Listen to the words and sentences. Repeat each word and sentence after you hear it.* Play TR: 63.
- Review words used to describe habitats, for example, *hot, cold, wet, dry, dark, big, and small.* Assign each student a vocabulary word from pp. 72–73. Have students make a word web. Have them write the vocabulary word in the center oval and words that tell about the habitat in the outer ovals.

## Apply 3

- Pair students. Assign each pair one or two habitats. Say *Talk with your partner. Talk about animals that live in each habitat.*
- Write each habitat on the board. Have partners take turns telling about the animals they brainstormed for each habitat.

- **3** Direct students' attention to the dialogue on p. 73. Model the dialogue with a student. Then say *Find an animal on the board. Ask your partner where the animal lives.* Have students take turns asking and answering questions about animals and their habitats.

## Wrap Up

- Have students form a circle. Stand in the center and hold up a Picture Card. Ask a student *What habitat is this?* If she answers correctly, move on to the next student in the circle. If not, hold up another Picture Card and repeat. When the student has named the habitat correctly, move on to the next student and continue around the circle.



## Grammar 1

### Objective

Students will

- use *why* and *because* to talk about cause and effect.

**Grammar** use *why* and *because* to talk about cause and effect

**Content Vocabulary** *leopards, octopus, ostrich, owl, polar bear, spider*

**Resources** Workbook p. 55; Audio CD TR: 64; Video: Grammar I; Classroom Presentation Tool: Grammar I

**Materials** note cards; coins

### GRAMMAR TR: 64

**Why** does a lion have sharp claws? **Because** it needs to catch its food.  
**Why** are kangaroos so cool? **Because** they can jump so far!  
**Why** don't you like penguins? **Because** they look silly, and they can't fly!

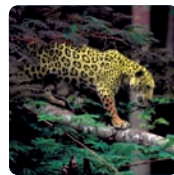
- 4 **Play a game.** Play with a partner. Use a coin and draw lines.



Heads = draw 1 line



Tails = draw 2 lines



Why does a polar bear cover its black nose?

Why do crocodiles have sharp teeth?

Why do leopards have spots?

Because it needs to see at night.



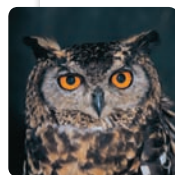
Because it wants to hide in the snow.

Because they eat meat.



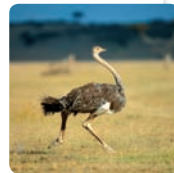
Because they need to hide up in the trees.

Why does an owl have big eyes?



Because it can't fly, and it needs to run fast.

Why does an ostrich have long legs?



74

- Give students a minute or two to think of an answer. Then ask a student *What animal do you like?* Hold up the *Why* card. Ask *Why do you like (lions)?* Then flip the card and have the student use *because* to answer the question.
- Say *Open your books to page 74. Let's listen to sentences with why and because.* Point to the Grammar box and say *Listen to the sentences.* Play TR: 64.

### Practice 4

- 4 Draw students' attention to Activity 4. Point to each animal photo on the page. Ask a guiding question to help students describe the animal. For example, point to the polar bear and ask *What color is the polar bear's nose?* (black) *How do the crocodile's teeth look?* (sharp)
- Read the game directions and key aloud. Say to the class *Let's play one turn together.* Flip a coin and say *Heads! We can draw one line.* Hold up the book and point to the leopard. Say *Let's find a question about leopards.* Point to and read the question *Why do leopards have spots?* Have students draw a line connecting the picture of the leopard to the question. Say *Then it's your partner's turn to flip the coin.*
- Say *If "tails" comes up when you flip the coin, you can draw a second line from the question to the answer.* Have students connect the leopard question to the answer *Because they need to hide up in the trees.* Say *Then it's your partner's turn.*
- Tell students that if they only draw one line, they can complete the set on their next turn. Have pairs complete the activity independently.

### Apply

- Write *elephant, monkey, penguin, spider, and tiger* on the board. Pair students. Assign each pair an animal from the board. Say *Think of ways to talk about your animal.* Have groups brainstorm words to describe their animal. Then have students call out the words they brainstormed. Write them on the board.
- Say *Tell your partner about an animal you don't like. For example, say "I don't like spiders." Your partner will ask you why. Use because to tell your partner why you don't like the animal.*

### Wrap Up

- Give each student a slip of paper. Say *Write a Why? question.* Then have students form a circle. Put the slips of paper in to a container. Have a student pull out a slip of paper and ask another student the question. After that student answers, have her pull out a slip of paper and ask a question. Continue until all questions have been asked and answered.

## Be the Expert

### Our World in Context

Scientists are trying to solve a recent mystery about honeybees: *Why are so many bees flying away from their hives and dying?* Scientists don't know why, but they are considering several possible answers. Bees might be getting sick because they eat poison on local crops or because they don't get enough good food to eat. Then a virus or bacteria may attack the sick or weak bees and kill them.

### Grammar in Depth

*Because* and *because of* are used differently in English. *Because* is a conjunction used to connect two sentences to show cause and effect. The effect must be an independent clause (a complete thought). For example the complete sentences *I can't sleep* (effect) and *The music is too loud* (cause) can be connected with *because*: *I can't sleep because the music is too loud.*

*Because of* is a preposition that connects a cause and its effect, but it is used specifically when the cause is a noun (not a complete sentence). For example, *I can't sleep because of the loud music.*

### Formative Assessment

Can students

- use *why* and *because* to discuss cause and effect?

Write *Adriana likes ice cream because it's delicious.*

Ask students to write a *Why?* question and a *Because* answer based on the sentence.

### Warm Up

- **Activate prior knowledge** Say *Let's talk about the weather.* On the board, draw two pictures: a sun with flowers blooming below it and a snowman. Point to the sun and ask *When it's sunny and flowers are growing, is it usually hot or cold outside?* (hot) *When we can make a snowman, is it hot or cold outside?* (cold)

- Then write the following questions and sentences:

Why do you wear a raincoat?	Because it's hot.
Why do you wear shorts?	Because it's cold.
Why do you use gloves?	Because it's rainy.

- Read aloud the answers in the second column. Model reading and answering the first question.

(Because it's rainy.) Draw a line from the question to the answer. Repeat with the other questions. Call on individual students to answer and draw lines.

### Present

- Say *Now let's talk about animals!* Say *I like tigers because they're beautiful.* Write *Because* on the board. Say *We use because to talk about why something is or why something happens.* Write the following on the board: *Why do I like tigers? Because they're beautiful.*
- Write *Why?* in large print on one side of a note card. Write *Because* in large print on the other side of the note card. Say *Now it's your turn. Think about an animal you like. Think about why you like it.*



## Vocabulary 2

### Objective

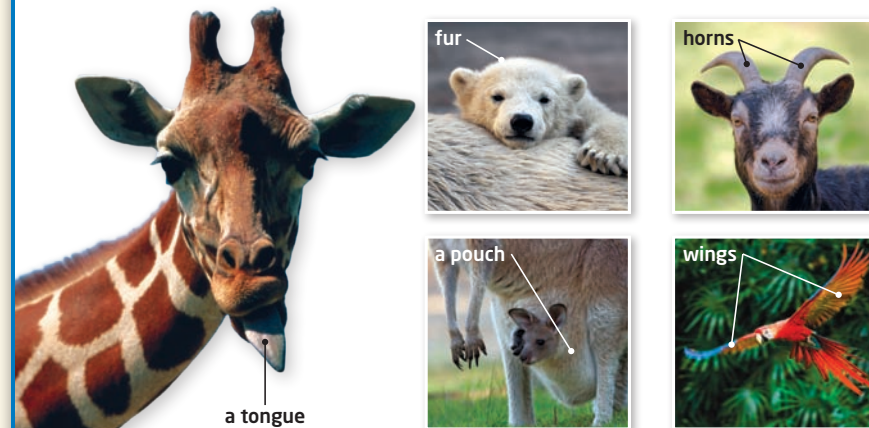
- Students will
- identify and use words related to animal characteristics.

**Vocabulary** a tongue, fur, horns, a pouch, wings

**Resources** Workbook p. 56; Audio CD TR: 65; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 7.2; Picture Cards I52, 294, 440–444

**Materials** note cards

5 Listen and say. Write the animals in the correct groups. TR: 65



cat	<del>parrot</del>	polar bear	penguin	cow
duck	rabbit	kangaroo	butterfly	goat

pouch	fur	wings	horns
		parrot	

6 Work with a partner. Guess and stick.

This animal is big and white. It lives in the snow. It has sharp claws. It's a polar bear!

1

2

3

4

5

75

### Warm Up

- Activate prior knowledge** Say *Think of your favorite animal*. Have students call out the names of animals. Write the names on the board. Talk about what each animal looks like. Write students' descriptions on the board.
- Hold up Picture Card I52 (a frog). Ask *Does a frog have strong legs?* (yes) Hold up Picture Card 294 (a giraffe). Ask *Does a giraffe have a long neck?* (yes)

### Present

- Hold up Picture Cards 440–444 one at a time. Say each word and have students repeat after you. Say *Think about our senses. Do we taste or smell with our tongues?* (taste) Say *Yes, we taste with our tongues. Animals taste with their tongues, too!*

Ask *How does an animal's fur feel? Does fur feel soft or hard?* (soft) Say *Yes, fur feels soft!*

- Act it out** Point to the photo of *horns*. Ask *What kind of animal is this?* (a goat) Use your two index fingers to model horns on your head. Say *Some animals, such as goats, have horns on their heads*. Point to the image of *pouch*. Ask *What kind of animal is this?* (a kangaroo) Act out carrying a baby in your arms. Say *We use our arms and hands to carry babies. Some animals, such as kangaroos, carry their babies in a pouch*.
- Finally, point to the image of *wings*. Ask *What kind of animal is this?* (a parrot) Hold out your arms and wave them up and down as if flapping

wings. Say *Some animals, such as parrots, have wings. Parrots use their wings to fly!* Have students repeat the vocabulary words and model your actions.

### Practice 5

- 5 Say *Open your books to page 75. Listen and say aloud the words and sentences*. Play TR: 65. Say *Look at the animal pictures*.  
✓ Ask *What animal has two horns?* (goat) If students are having difficulty, ask *Does a goat or a kangaroo have two horns?*
- Read aloud the names of the animals in the box with students. Ask *Does (a penguin) have a pouch? Does (a duck) have fur? Does (a butterfly) have wings? Does (a cat) have horns?* Work with students to fill in their charts.

### Apply 6

- 6 Pair students. Say *Let's do a sticker activity*. Help students find the Unit 7 stickers in the back of the book. Read the model dialogue. Say *Choose an animal. Don't say its name. Talk about your animal. If your partner guesses your animal, stick it to the page*.
- Have students take turns describing and guessing animals.

### Wrap Up

- Write *tongue, fur, horns, pouch, and wings* on separate note cards. Write on the board: *giraffe, polar bear, goat, kangaroo, and parrot*. Have students stand in a circle. Have one student pick a card. Tell the student to use the word on the card to talk about an animal on the board. Model a sentence such as *A goat has two horns*. Continue until all students in the circle have picked a card and said a sentence.

## Be the Expert

### About the Photo

The giraffe in the photo may look like it has horns, but these are actually large skin-covered knobs made of cartilage. These horn-like knobs are known as *ossicones*. Ossicones can help identify whether a giraffe is male or female. Male giraffes' ossicones are usually bald on top.

### Our World in Context

Most animals do not have pouches. However, in one special group of mammals called *marsupials*, pouches are common. Kangaroos, wallabies, and koalas are marsupials. Most marsupials live in Australia and New Guinea.

### Formative Assessment

Can students

- identify and use words related to animal characteristics?

Have students complete the following sentence frames:

A giraffe has a long \_\_\_\_\_. (tongue)

A parrot uses \_\_\_\_\_ to fly. (wings)

A kangaroo has a \_\_\_\_\_. (pouch)

A polar bear has soft \_\_\_\_\_. (fur)

**Review** For additional practice, direct students to Activity Worksheet 7.2.



## Grammar 2

### Objective

- Students will
- use infinitives of purpose.

**Grammar** use infinitives of purpose

**Content Vocabulary** *hide*

**Resources** Workbook pp. 57–58;  
Audio CD TR: 66; Video:  
Grammar 2; Classroom  
Presentation Tool: Grammar 2;  
Teacher's Resource CD-ROM:  
Activity Worksheet 7.3

### GRAMMAR TR: 66

Giraffes use their long tongues **to clean** their ears.  
Goats use their horns **to fight**.

#### 7 Read and match.

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. Cats use their tongues          | a. to carry their babies. |
| 2. Kangaroos use their pouches     | b. to eat meat.           |
| 3. Elephants use their long trunks | c. to clean their fur.    |
| 4. Tigers use their sharp teeth    | d. to swim in the ocean.  |
| 5. Penguins use their wings        | e. to shower.             |

#### 8 Play a game. Cut out the cubes on page 109. Work with a partner. Make sentences.



### Practice 7

- Review the words *tongue*, *pouch*, *trunk*, *teeth*, and *wings* with students. If possible, draw an example, or point to a photo or picture to show each word. Say *Let's talk about how animals use these parts of their bodies.*
- **7** Have students look at Activity 7. Point to and read item 1 aloud. Say *Cats use their tongues...* Move your finger down to item c and continue reading: *to clean their fur.* Tell students to match the remaining items. Say *Read the first part of each sentence, then match the second part to make a true sentence.*  
✓ Walk around the room and check students' work. If students are having difficulty, provide sentence frames such as *Kangaroos use their pouches \_\_\_\_\_ their babies.* Have students read their completed sentences aloud.

### Apply 8

- **8** Help students cut out and make the cubes on p. 109. Explain that one cube shows animals and one cube shows body parts of animals.
- Hold up both completed cubes. Point to *dog* and *wings*. On the board write *A dog uses its wings to fly.* Ask *Is this true?* (no) Ask *What animal uses wings to fly?* (a parrot) Then model the activity. Roll both cubes and write a sentence on the board. Ask *Is this true or false?* If it's false, have students make the sentence true.
- Read the model dialogue on p. 76 with students. Pair students and have them take turns rolling the cubes and making sentences. ✓ Observe students as they play. If students are having difficulty, provide this sentence frame: *\_\_\_\_\_ use their \_\_\_\_\_ to \_\_\_\_\_.*

### Wrap Up

- Write *tongue*, *fur*, *horns*, *pouch*, and *wings* on the board. Point to *tongue* and ask *What animal has a long tongue?* (A giraffe has a long tongue.) Then ask *What does it use its tongue to do?* (It uses its tongue to clean its ears.) Ask similar questions for each of the remaining words on the board. Encourage students to respond in complete sentences.

## Be the Expert

### Grammar in Depth

A purpose is a goal or something a person or animal wants to achieve. Infinitives of purpose describe how or why we use something to achieve a goal. When students are using infinitives of purpose, have them think of the following questions: *What does the person or animal want to do? What do they use to do it?* Emphasize to students that they should use *to*, and not *for*, before the verb.

### Warm Up

- **Recycle** Act out giving a hug. Say *I use my arms to hug my grandmother.* Act out picking up a baby. Say *I use my hands to pick up a little baby.* Say and act out the sentences again. Have students repeat your actions and sentences.
- Draw a picture of a toothbrush and a pencil on the board. Point to the toothbrush. Say *I use a toothbrush to clean my teeth.* Point to the pencil. Say *I use a pencil to write.* Act out brushing your teeth with a toothbrush and writing with a pencil.
- Have students copy the following sentence frames: *I use my arms \_\_\_\_\_.* *I use my toothbrush \_\_\_\_\_ my teeth.* *I use a pencil \_\_\_\_\_.* If students need additional support, point to the related picture on the board, or act out the sentence.

### Present

- Have students turn to p. 74. Point to the crocodile. Ask *Why do crocodiles have sharp teeth?* (to eat meat)
- Point to the owl. Ask *Why does an owl have big eyes?* (to see at night) Point to the ostrich. Ask *Why does an ostrich have long legs?* (to run fast)
- Have students copy the following sentences.  

Owls use their big eyes (to see/to hear) at night.  
Ostriches use their long legs (to run/to fly) fast.
- Tell students to circle the correct options.
- Say *Open your books to page 75.* Point to the photos of the giraffe and the goat. Say *We're going to listen to sentences about how giraffes use their tongues.* *We'll also hear about how goats use their horns.* Have students turn to p. 76. Then play **TR: 66.**

### Formative Assessment

Can students

- use infinitives of purpose?  
Ask students to complete this sentence frame with the correct answer option:  
*Parrots use their wings \_\_\_\_.* (to fly; fly; can fly)

**Review** For additional practice, direct students to Activity Worksheet 7.3.



## Song - The Sounds of English

### Song

#### Vocabulary

Vocabulary 1 *ice, snow*

Vocabulary 2 *fur*

#### Grammar

Grammar 1 use *why* and *because* to talk about cause and effect

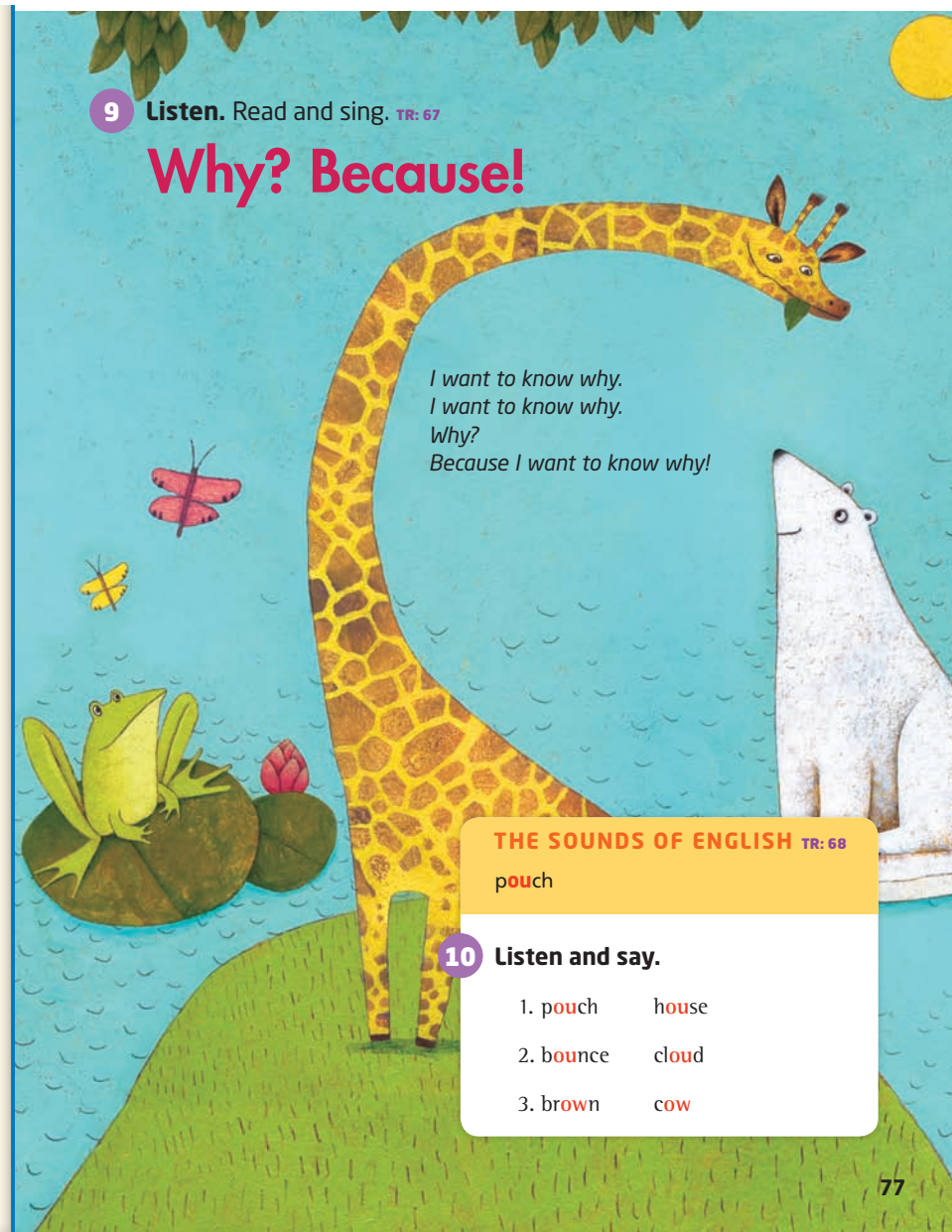
**Resources** Workbook p. 59; Audio CD TR: 67; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 7.4; Picture Cards 430, 436

#### Related Vocabulary

*lily pad*

### The Sounds of English

**Resources** Workbook p. 59; Audio CD TR: 68; Classroom Presentation Tool: The Sounds of English; Picture Cards 46, 47, 94, 122, 148, 196, 232, 243, 287, 442; The Sounds of English Card 40



9 Listen. Read and sing. TR: 67

## Why? Because!

*I want to know why.  
I want to know why.  
Why?  
Because I want to know why!*

### THE SOUNDS OF ENGLISH TR: 68

pouch

#### 10 Listen and say.

- |           |       |
|-----------|-------|
| 1. pouch  | house |
| 2. bounce | cloud |
| 3. brown  | cow   |

### Extend

- Play TR: 67 again. Hold up Picture Cards 430 and 436 (ice and snow). After the song, ask *How do ice and snow feel? Do they feel hot or cold?* (cold) *Is snow soft or hard?* (soft and hard) *Is ice soft or hard?* (hard)
- Point to the polar bear. Ask *What color is the polar bear's fur?* (white) *What color is ice and snow?* (white) Ask *What other animals have fur? What color is their fur?*
- Sing the giraffe verse again and point to the giraffe. Ask *Why does a giraffe have a long, long neck?* Say *Because...* and have students sing the answer. ("It eats leaves at the tops of the trees.") Sing the frog and polar bear verses again. Repeat the *Why?* questions in each verse and have students sing each answer beginning with *Because*.

### The Sounds of English: /aʊ/ as in pouch 10

- 10 Hold up the Picture Card for *pouch*. Ask *What word is this?* When students answer, say *That's right. It's a pouch. Kangaroos use their pouches to carry their babies.* Have students repeat *Kangaroos use their pouches to carry their babies.* Say *Now let's listen to words like pouch.* Play TR: 68 once while students just listen. Then say *Let's listen and say.* Play TR: 68 again and have students repeat the words.
- For more practice, have students look at pictures, listen, and raise their hands when they hear /aʊ/ as in *pouch*. Display Picture Cards or other pictures that contain the target sound (*cloud, flower, brown, mouth, cow, count, bounce, shower, frown*) and some that don't.
- Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /aʊ/ as in pouch.* If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

### Use the Song 9

- Say *Open your books to page 77.* Ask *What animals do you see?* (a frog, a giraffe, a polar bear, butterflies) Ask questions such as *What does the (polar bear) look like? What color is it? Is it big? Is it small?*
- **Build background** Point to the giraffe's neck. Say *Look at the giraffe's neck. Does a giraffe have a short neck or a long neck?* (a long neck) Point to the frog's legs. Ask *Does a frog have strong legs?* (yes) Point to the polar bear. Ask *Does a polar bear have black fur or white fur?* (white fur)
- 9 Say *We're going to listen to a song about animals.* Play the second verse of TR: 67. Have students follow along in their books. Play the verse again and have students sing along. Then sing the verse again, one line at a time. Alternate singing lines with students.
- Play TR: 67 all the way through. Complete song lyrics are on Student Book p. 96. Say *Listen to the song. Point to the animal when you hear its name.*

## Be the Expert

### Our World in Context

Polar bears live in the Arctic, a huge, icy region in the Northern Hemisphere. A polar bear's fur and skin help it live in its cold, icy habitat. Its white fur blends in with the surrounding snow and ice, hiding the bear from other animals when it is hunting. The thick fur also keeps the polar bear warm. Under a polar bear's white fur is a layer of black skin. The black skin helps to trap heat, keeping it in the bear's body.

### Teaching Tip

Memorizing song lyrics is a great way for students to practice using new vocabulary. Assign groups one line or verse from a song. Give students time to rehearse and memorize their parts of the song. When they have finished rehearsing, have students close their books. Then have the class sing the song, with each group performing the part they rehearsed.

### The Sounds of English Cards

You can use The Sounds of English Card 40 to teach the /aʊ/ sound. Audio for this card is available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet 7.4.



## Reading

### Objectives

- Students will
- identify the four parts of a rain forest.
- visualize the different parts of the rain forest.

### Reading Strategy Visualize

**Content Vocabulary** *the Equator, jaguar, oxygen*

**Resources** Workbook pp. 60–61; Audio CD TR: 69; Classroom Presentation Tool: Reading

### Related Vocabulary

*branches, leopard, gorilla*

## 11 Listen and read. TR: 69

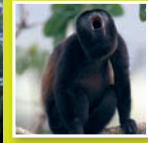
# Amazing Rain Forests

Rain forests are warm, wet forests. A rain forest has four parts.



### Emergent

In this part, you can see the tops of very tall trees. They can be 60 meters (200 feet) tall! Many birds, butterflies, and other insects live here.



### Canopy

In this part of the forest, the trees have many leaves. Birds, spiders, tree frogs, monkeys, and snakes live here.



### Understory

In this part of the forest, it is dark, wet, and cool. There aren't many plants. Why? Because plants need light to live. Snakes and lizards live here. Jaguars like to live in this part, too!



### Forest floor

In this part, there are many insects and spiders—some spiders are as big as plates! There are many large animals. And people!



## 12 Work with a partner.

Talk about the different parts of the rain forest.

There are gorillas in this part.

**we're true** Howler monkeys are very loud. You can hear them from 5 kilometers (3 miles) away.

78

## Practice

- Play **TR: 69** a second time. Pause at the end of each section to check for comprehension. Ask questions such as:

**Emergent:** *What animals live in this part of the rain forest?*

*What part of the trees can you see?*

**Canopy:** *What animals live here? Are there many leaves?*

**Understory:** *How does this part feel? Are there many plants?*

**Forest floor:** *How big are the spiders? Do humans live here, too?*

- Review each part of the rain forest again. Say *Close your eyes. Imagine you're in the (canopy). What do you see?* After each section, have students open their eyes and tell about what they see.
- Pair students. Assign each pair one of the parts of the rain forest: *Emergent, Canopy, Understory, or Forest floor.* Say *Reread the sentences on page 78 about your part of the rain forest.* After pairs have read their sections, make groups of four pairs, with one pair from each part of the rain forest. Say *Tell your group about your part of the rain forest. How does it look? What animals do you see?*

## Apply 12

- **12** Write *Emergent, Canopy, Understory, and Forest floor* on individual note cards. Pair students and give each student a set of cards.
- Have students place the cards facedown on their desks. Say *Take turns. Pick up a card. Read the word on your card. Take a moment to visualize, or make a picture in your mind, of that part of the rain forest. Then describe it to your partner.*
  - ✓ Observe students as they talk. If they have difficulty forming sentences, provide a sentence frame such as the following for students to complete and say aloud to their partners: *In the \_\_\_\_\_, there are \_\_\_\_\_ and \_\_\_\_\_.*

## Wrap Up

- Have students close their books. Write each part of the rain forest on a note card and walk around the class. Say *Today we read about the four parts of the rain forest.* Have a student choose a note card. Then say to the student *Open your book to page 78. Read a sentence about your part of the rain forest.* After the student reads a sentence, have other students guess what part of the rain forest it is.

## Be the Expert

### Our World in Context

In English, the word *howl* means to yell or scream. Howler monkeys make very loud noises. They live in small groups and will howl, or yell, at other groups of monkeys that invade their territory. Howler monkeys use their loud voices to defend their habitat.

### Reading Strategy

**Visualize** When students are visualizing, help them focus on how something appears to all of their senses, not just sight. Have students close their eyes, then ask guiding questions such as *What do you see? How does it look? What do you smell? What do you hear?*

After students have visualized the reading in their heads, have them create a representation of it. Students can draw or cut out pictures to show how they visualize the reading. Remind students to label their pictures using vocabulary from the unit and text.

## Warm Up

- **Activate background knowledge** Say *Today we're going to read about rain forests. A rain forest is a type of habitat.* Say *Close your eyes. Imagine you're in a rain forest.* Walk around the room and ask questions such as *Does a rain forest feel wet? (yes) What things do you see? (There are lots of trees and animals.) What colors do you see in the rain forest? (green leaves, red flowers, and so on) What animals do you hear? (birds, monkeys)*

## Present 11

- Say *Open your books to page 78. Look at the pictures.* Ask *What do you see? What animals do you see? Do you see trees? What colors do you see?* Have students answer aloud and write their answers on the board.

- **Graphic literacy** Point to the picture of trees on p. 78. Say *This picture shows the four parts of a rain forest.* Hold your hands high above your head and say *emergent*. Lower your hands to your shoulders and say *canopy*. Lower your hands to your hips and say *understory*. Put your hands on the floor and say *forest floor*. Ask students to stand and repeat the words and actions along with you.
  - ✓ Hold your hands at the four different heights, one height at a time. Ask *What part of the rain forest is this?*

- **11 Read together** Say *Let's read about the four parts of the rain forest.* Play **TR: 69** and have students read along.



## Value

**Value** Protect animal habitats.

### Objectives

Students will

- read about protecting animal habitats.
- describe how to protect animal habitats.

**Resources** Values Poster



79

## Value

- Point to the photo on p. 79. Ask *What animal do you see?* (a jaguar) *What's its habitat?* (a rain forest)
- Read the title and sentences on p. 79 aloud. Remind students that *protect* is a way we care for others. Explain that *we share our world* means "we live with others." Say *People and animals live in the same world.*
- Read the question at the bottom of the page aloud. Say *Think of where animals live.* Ask *What are some animal habitats we learned about?* (rain forest, desert, forest, ocean, cave, hive, nest) List them on the board.
- Then ask questions such as *How can we help keep animal habitats clean?* (don't leave trash in animal habitats) *How can we help keep animal habitats safe?* (don't let people build homes too close to animal habitats, don't touch hives or nests, make sure people obey the rules in parks and animal reserves) Write students' ideas on the board.
- Place students in small groups. Call on a student to read the question at the bottom of p. 79 again. Then have groups discuss ways to protect animal habitats. Tell them to use the ideas on the board if they need help getting started. When groups have finished, let them share their ideas with the class.

## Give the Unit Quiz

- Hand out the Unit 7 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to the pictures on page 112. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB40.** (I see a cave.) When students have written a letter, ask *What letter did you write?* When students respond with the letter C, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB40.**
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Answer each question. Use *because* and words in the box.) Repeat the process for Sections 3 and 4. (3: Match. 4: Read. Circle True or False.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Answer the questions. Write sentences.)
- Say *Now listen to an example.* Play **TR: AB41,** pausing after the example question *What can frogs use to catch food?* When students have written their answers, say *What sentence did you write to answer the question?* Begin the quiz when students respond with *Frogs can use their long tongues to catch food.* Say *Let's begin.* Play the rest of **TR: AB41.**
- **Speaking instructions** Point to the image at the top of p. 126. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Where does the tiger live?* Point to the trees in the background of the picture. Say *The tiger lives in a forest.*
- See p. 130 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book  
pp. 112–113, 126, 130, 133, 137;  
Audio CD TR: AB40, AB41

## Be the Expert

### Testing Tip

**Review your answers.** Teach students to take time at the end of testing to review answers and responses. They should look to make sure they did not make any careless mistakes (such as putting the right answer in the wrong place or skipping a question), and then spend the last few minutes going over the most difficult items and tasks.

### Assess Unit Objectives

Ask questions such as the following:

- *Where do penguins live?*
- *What lives in a hive?*
- *What animals have horns?*

**Project** For a theme-related closing activity, direct students to the Unit 7 Project Worksheet.



## Video

**Vocabulary 1** a forest, a rain forest, a desert, a nest, a hive, a cave, mud, an island, ice, snow

**Vocabulary 2** pouch, tongue, fur, wings, horns

**Grammar 1** use *why* and *because* to talk about cause and effect

**Grammar 2** use infinitives of purpose

**Song** *Why? Because*

**Viewing** animals in their habitats

**Story Time** *Mouse Deer in the Rain Forest*

**Resources** Student Book pp. 70–76; Teacher’s Resource CD-ROM: Graphic Organizers (Venn diagram)

### Before You Watch

- Play the Introduction. Stop at the picture of the bird’s nest. Say *This video is about animal habitats.* Ask *What’s a habitat?* (a home, a place where people and animals live) *What habitats do you know?*

### While You Watch

- As students watch the video, have them look and listen for target words that describe animal habitats.
- Pause the video as necessary to allow students to write down animal habitats they see. Pause the video when it gives more information about a habitat. Ask *What’s a desert like?* Give students time to write down words that describe the habitat.

### After You Watch

- Ask students *What’s your habitat?* (a house, an apartment, a neighborhood, a town, a city) Ask *What animal habitats did we see in the video?* Draw a large Venn diagram on the board. Encourage students to talk about how their habitat and animal habitats are similar and different. Ask questions such as *Does this animal’s habitat have trees? Does our habitat have trees? Do both habitats have water? Is our habitat dark all the time?*



### Zoom In

#### Vocabulary

- As students view the vocabulary segments, stop the video at the images presented in the picture frames. Have students name each habitat. Press *Play* to bring up the full-screen image and caption. Note that the Arctic is a habitat that does not appear in the Student Book. Ask *What two vocabulary words can we use to describe the Arctic?*

#### Grammar

- Freeze Grammar 2 after *How is it using its wings?* Write students’ responses on the board. Press *Play* and have students listen to check their answers.
- Repeat pausing after the questions: *How is it using its tongue? How are they using their horns?*

#### Song

- Put students in three groups. Assign each group one of the following animals: *giraffe, frog, polar bear.* Say *Listen for your animal.*
- Play the Song once. Then play *Why? Because* again. When each group hears its animal, have them sing aloud with you.

#### Viewing

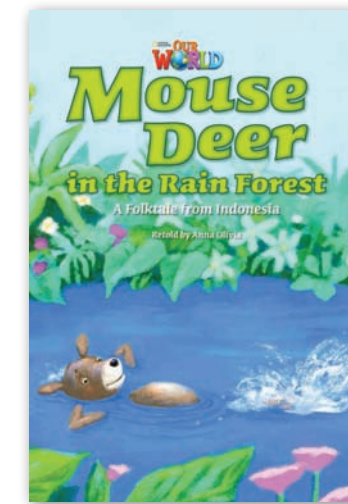
- Pause the video as each habitat is presented. Ask questions to help students talk about the habitats: *Is this habitat dry or wet? Is it hot or cold?*
- After viewing ask *What other habitats do you know? What animals live in those habitats?* Write this sentence frame on the board to help students answer: \_\_\_\_\_ live in \_\_\_\_\_.

#### Story Time

- View Story Time once with students.
- View it again. Pause the video and ask *What does Mouse Deer say the soup is made of?* (chocolate) *What does Tiger think the hive is?* (the king’s drum)

### Mouse Deer in the Rain Forest

Mouse Deer is swimming in the rain forest. Tiger is hungry and wants to eat Mouse Deer. Can Mouse Deer trick Tiger and get away from him?



### Before You Read

- **Build background** Say *Let’s read a story about a small animal called a mouse deer that tricks a tiger. A trick makes someone believe something that is not true. Some people play tricks to make others laugh. Some people play tricks to get away with something.* Discuss a funny trick, like putting a fake fly on someone’s desk. Say *A fake fly can surprise someone and make a person think it’s real!* Ask students *Do you know any tricks? Have you ever tricked someone?*

- **Introduce the strategy** Explain *summarize* to students. Say *In this story, we’re going to summarize. Summarize means to retell. When we summarize, we don’t retell everything. We just retell the most important parts.*

- Give a Two-column chart to each student. Then draw one on the board with the headings **Who’s in the Story** and **What Happened**. Under **What Happened** write the numbers 1–5. Point to the first column. Say *Write the two animals in the story.* Point to the second column. Say *Write the important things that happen in the story.*

### While You Read

- Stop after every few pages. Ask the following questions and have students use the answers to complete their charts.
  - p. 4 *Who are the main characters in the story?* (Mouse Deer and Tiger)
  - p. 6 *Why does Mouse Deer trick Tiger about the mud?* (because Tiger wants to eat him)
  - p. 7 *Why does Tiger chase Mouse Deer through the forest?* (because Tiger is hungry)
  - p. 10 *Why does Tiger run to the river and jump in?* (because the hornets are chasing him)

### After You Read

- Put students in pairs. Ask students to use their charts to summarize, or retell, how Mouse Deer tricked Tiger. Have students reread pp. 6–9 to review the story before summarizing.

## Unit 7 Reader

**Text Type** folktale

**Reading Strategy** Summarize

**Vocabulary** rain forest, mud, nest, island

**Grammar** show cause and effect with *why* and *because*; use an infinitive of purpose

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart)

**Materials** World Map: Poster (optional)

## Be the Expert

### Reading Strategy

**Summarize** Demonstrate summarizing for the class. Discuss a familiar movie or story, such as *Cinderella*. Ask students to tell you the four to five most important things about the movie or story. Then use those details to model a summary for the class.

To help students summarize, have them underline key details in the reading. Ask students to focus on the basic questions of *Who, What, When, Where, Why,* and *How*. Emphasize that students should use their own words to summarize.

### Our World in Context

*Mouse Deer in the Rain Forest* is a folktale from Indonesia. A mouse deer is a small animal with brown fur and white spots and stripes. Mouse deer eat plants and are usually awake during the night. Mouse deer live in warm areas in Asia and parts of Africa.

### Text Background

Mouse Deer is a common character in many Indonesian folktales. Mouse Deer is usually a “trickster” character. Tricksters are smart and clever, and like to surprise and confuse other characters in the story.



## Audio Script

### Student Book

**TR: 62** 1 Listen and read.

We all need a place to live. We live in houses or apartments. Animals and plants have a place to live, too. This place is called their habitat.

a forest; ice; a desert; a hive; a cave; mud; a rain forest; an island; a nest; snow

**TR: 63** 2 Listen and say.

a forest	There are many trees and plants in the forest.
ice	Water changes to ice in very cold temperatures.
a desert	It is very hot in the desert.
a hive	Bees live in hives.
a cave	Caves are very dark places.
mud	Hippos like to bathe in the mud.
a rain forest	There are many trees in the rain forest.
an island	An island has water around it.
a nest	Birds live in nests.
snow	It is very cold in the snow.

**TR: 64** Grammar

Why does a lion have sharp claws? Because it needs to catch its food.

Why are kangaroos so cool? Because they can jump so far!

Why don't you like penguins? Because they look silly, and they can't fly!

**TR: 65** 5 Listen and say.

a tongue	A giraffe has a long tongue.
fur	A polar bear has thick white fur.
horns	A goat has two horns.
a pouch	A kangaroo has a pouch.
wings	A parrot has colorful wings.

**TR: 66** Grammar

Giraffes use their long tongues to clean their ears. Goats use their horns to fight.

**TR: 67** 9 Listen. Read and sing.

Note: Lyrics for the song *Why? Because!* are on Student Book p. 96.

**TR: 68** 10 The Sounds of English /aʊ/ pouch Listen and say.

1. pouch; house 2. bounce; cloud 3. brown; cow

**TR: 69** 11 Listen and read.

#### Amazing Rain Forests

Rain forests are warm, wet forests. A rain forest has four parts.

Emergent:

In this part, you can see the tops of very tall trees. They can be 60 meters (200 feet) tall! Many birds, butterflies, and other insects live here.

Canopy:

In this part of the forest, the trees have many leaves. Birds, spiders, tree frogs, monkeys, and snakes live here.

Understory:

In this part of the forest, it is dark, wet, and cool. There aren't many plants. Why? Because plants need light to live. Snakes and lizards live here. Jaguars like to live in this part, too!

Forest floor:

In this part, there are many insects and spiders—some spiders are as big as plates! There are many large animals. And people!

### Workbook

**TR: 43** Unit 7. 3 Listen and write. Use words from the box.

1. A kangaroo has a pouch. 2. A butterfly has wings. It can fly. 3. A frog has a long, sticky tongue. 4. A goat has two horns on its head. 5. A lion has fur.

**TR: 44** 5 Listen and write.

1. Goats use their horns to fight. 2. Polar bears use their white fur to hide in the ice and snow. 3. Lions use their teeth to eat meat. 4. Kangaroos use their legs to jump. 5. Ostriches use their legs to run fast. 6. Giraffes use their long tongues to clean their ears. 7. Tigers use their mouths to carry their babies. 8. Penguins use their wings to swim. 9. Cats use their sharp claws to climb trees. 10. Owls use their wings to fly.

**TR: 45** 8 Listen and read. Can you say these fast?

1. My nephew never stands next to a nest. 2. We walk by the water in windy weather. 3. Do the polar bear and panda play in the park?

**TR: 46** 9 Listen to the song. Read. Draw lines to match.

Note: Lyrics for the song *Why? Because* are on Student Book p. 96.

**TR: 47** 10 Listen. Which words have a sound like the *ou* in *pouch*? Draw a line to connect the pictures.

house; house; cloud; cloud; mouth; mouth; cow; cow; mouse; mouse

**TR: 48** 12 Listen and read.

#### Animals in Antarctica

Antarctica is very cold, very dry, and very windy. Can animals live there? Yes, they can!

The emperor penguin is a bird. It can't fly, but it can swim. The mother penguin lays an egg on the ice. Where is the nest for this egg? The father emperor penguin takes care of the egg. He puts it on his feet! Why? Because he can keep the egg warm.

The Weddell seal lives in Antarctica, too. It spends a lot of time in the ocean. It can stay under water for forty-five minutes. The seal swims under the ice. Why? Because it catches fish and eats under water. It is safe under the ice.

## Answer Key

### Student Book

Unit Opener SB p. 70

1. a 2. a

5 SB p. 75

pouch	fur	wings	horns
kangaroo	cat polar bear cow rabbit kangaroo goat	parrot penguin duck butterfly	cow goat

7 SB p. 76

1. c 2. a 3. e 4. b 5. d

### Workbook

Go to pp. 217–219 for the Workbook Answer Key for this unit.



## In This Unit

**Theme** This unit is about kinds and quantities of food.

### Content Objectives

- Students will
- describe quantities of food.
  - talk about buying food.

### Language Objectives

- Students will
- name foods.
  - talk about quantities.
  - talk about favorite meals.

### Vocabulary

**Vocabulary 1** a loaf of bread, a bottle of oil, a jar of olives, a box of cereal, a bowl of sugar, a glass of juice, a can of soda, a piece of cake

**Vocabulary 2** money, put away, a price, compare, buy

### Grammar

**Grammar 1** use count and noncount nouns with *some* and *any*

**Grammar 2** use count and noncount nouns with *a few* and *a little*

### Pacing Guides L3U8

**Value** Eat nutritious food.



## Be the Expert

### About the Photo

The man in this photo is spearfishing in Mare, New Caledonia. New Caledonia, a French territory, is a group of islands east of Australia. If possible, point out New Caledonia on a map or point to the islands just east of Australia.

### Our World in Context

In some places, overfishing causes fish populations to decrease. When fishermen use certain types of nets to catch many fish at once, fish populations may begin to die out. Spearfishing, however, is a type of fishing that involves catching only one fish at a time. This type of fishing not only helps protect fish populations, but it also lets fishermen provide food for their families.

### Teaching Tip

**Classroom Management** Choose a signal for groups to use when they have finished their work. This way, you'll know when everyone is ready to move on. For example, have students raise their hands, ask students to stand up quietly, or pass out cards for students to hold up when they have completed an activity.

## Unit Opener

### Objectives

- Students will
- discuss a photo.
  - describe actions in a photo and make predictions.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter, Unit Opener Poster

### Related Vocabulary

coral, fishing, spear

## Introduce

- **Build background** Draw a word web on the board. Write *Where do we get food?* in the center oval. Say *The name of this unit is "What's for Dinner?"* Ask *What do you like to eat for dinner?* Say *Let's think about where the food we eat for dinner comes from.*



- Say *Open your books to pages 80 and 81. Look at the picture. What's the man doing?* (fishing) *Yes, he's fishing in the ocean. He's getting food from the ocean.* Write *the ocean* in one of the outer ovals.

- Say *People get fish from the ocean. They pick fruit from trees. People get vegetables from a garden.* Act out picking vegetables. Write *trees* and *garden* in the outer ovals of the web.
- Say *People get food at a supermarket.* Act out putting a food item in a cart. Write *supermarket* in an outer oval. Ask *Where do you get your food?* Add students' responses to the web.
- Ask questions to encourage discussion of the photo:
  - What do you see in the photo?* (a man, a fish, water, sky)
  - What's the man doing?* (fishing)
  - What do you think will happen next?* (He catches the fish. He eats the fish for dinner.)
- Guide students through the activity on p. 80. Read aloud each statement and the answer choices. Have students circle the answers. Then have students read the complete sentences aloud.



## Vocabulary 1

### Objectives

- Students will
- name foods.
- talk about quantities of food.

**Vocabulary** a loaf of bread, a bottle of oil, a jar of olives, a box of cereal, a bowl of sugar, a glass of juice, a can of soda, a piece of cake

**Academic Vocabulary** part, piece, whole

**Content Vocabulary** shopping

**Resources** Workbook p. 62; Audio CD TR: 70–71; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 8.1; Picture Cards 446–448, 450–454

### Related Vocabulary

basket

1 Listen and read. TR: 70

2 Listen and say. TR: 71

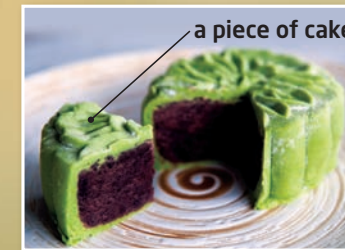
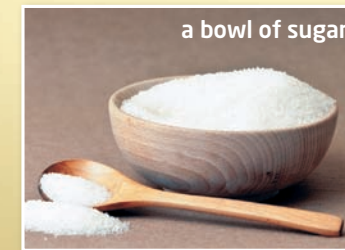
We all love food. We can find food in stores or at the market. What's your favorite food? Let's go shopping!



a loaf of bread



82



3 Work with a partner. Say what you see. Add on to the sentence each time. Take turns.

At the market, I see a jar of olives.

At the market, I see a jar of olives and a loaf of bread.



83

## Be the Expert

### Teaching Tip

**Classroom Management** When you ask the class a question, have everyone write an answer before you call on individual students to respond. This gives all students time to think of an answer, and it provides writing practice. One student answers aloud, but every student has the opportunity to come up with an answer and participate.

### Formative Assessment

Can students

- name foods?

Hold up a Picture Card and ask *What's this?* Repeat with a different Picture Card and a different student.

- talk about quantities of food?

Write the following on the board:  
 \_\_\_\_\_ bread, \_\_\_\_\_ oil,  
 \_\_\_\_\_ juice. Have students write an appropriate amount before each food.

**Review** For additional practice, direct students to Activity Worksheet 8.1.

## Warm Up

- **Set the stage** Say *I like to cook. I like to eat, too! But today, I opened my refrigerator (act out opening a refrigerator and looking inside) and it was empty! I need to buy more food. My friend is going to the market. Help me make a list of what I need. What are some foods she can buy?*
- Write foods on the board as students call them out. Say *That's a good list. I also need to tell her how much to buy.* Go through the list one by one. Ask *How much do I need?* or *How many do I need?* (five apples, a box of cookies)

## Present

- Say *Open your books to pages 82 and 83. Look at the photos of different kinds of foods.*

- Ask *What foods can you name?* (bread, juice, cereal, soda) Hold up the Picture Cards for *bread, juice, cereal, and soda.* As you name each item, have students point to the picture in their books and repeat the word.
- Say *Look at the photos. What are things you can drink?* (soda, juice) *Which words tell us how much?* (can of, glass of)

## Practice 1 2

- 1 Say *We're going to read and listen to words that name different foods. As you listen, point to the photos and read the words on pages 82 and 83.* Play TR: 70.
- 2 Say *Now we're going to hear sentences about the words you just learned. Listen and repeat what you hear.* Play TR: 71. Have students repeat each phrase and sentence.

- Act out looking for something in a food store. Say *I'm at the market.* Ask *What should I buy for breakfast?* List answers on the board. (a box of cereal, a loaf of bread, etc.) Say *I want something sweet.* Ask *What things are sweet?* List the answers. (a piece of cake, a bowl of sugar, etc.)
- Place students in groups and assign either *dinner* or *snack* to each group. Have students brainstorm a list of as many words as they can for their categories.

## Apply 3

- 3 Have students read the directions for Activity 3. Model the dialogue with a student. Add *At the market, I see a jar of olives, a loaf of bread, and a can of soda.* Put students in pairs and have them complete the activity. Encourage students to use all the new words.

- Ask students to share their sentences with the class. Have students point to pictures in their books as their classmates list words.

## Wrap Up

- Put students in groups of up to 10. Say *Let's imagine we're shopping at the market.* Assign each group member a vocabulary word. Say *Draw a picture of your food. Write how much or how many you need to buy. When you're finished, stand in a circle with your group.*
- One student begins by saying *I'm buying a (bottle of oil).* The next student says *(Tariq) is buying a (bottle of oil). I'm buying a (box of cereal).* Go around the circle in this way, until the last student can name what everyone is buying.



# Grammar 1

## Objective

- Students will
- describe amounts of food with *some* and *any*.

**Grammar** use count and noncount nouns with *some* and *any*

**Academic Language** *amount, count*

**Content Vocabulary** *fridge*

**Resources** Workbook p. 63; Audio CD TR: 72; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (Three-column chart)

**Materials** paper clips and pencils

### GRAMMAR TR: 72

- Are there **any** oranges? Yes, there are **some** in the fruit bowl.  
 Are there **any** bananas? No, there aren't **any**.  
 Is there **any** milk? Yes, there is **some** in the fridge.  
 Is there **any** bread? No, there isn't **any**.

4 **Play a game.** Play with a partner. Spin. Ask and answer.

84

## Practice

- Draw a three-column chart on the board. Say *This chart shows what there is in the kitchen.*

	Yes	No
oranges	X	
bananas		X
milk	X	
bread		X

- Write the following sentence frames on the board:

Is there any \_\_\_\_\_? Are there any \_\_\_\_\_?  
 Yes, there is some. Yes, there are some.  
 No, there isn't any. No, there aren't any.

- Point to the board and ask *Are there any oranges?* (Yes, there are some.) Have students repeat the question and answer as a class. Pair students and have them take turns asking and answering questions.
- To guide students, point to *Yes* and *some*. Explain that the two words go together. Then point to *No* and *any*, and explain that these words are also used together.

## Apply 4

- 4 Say *Let's play a game!* Read the directions for Activity 4 aloud. Demonstrate how to use the spinner, then model the game with a student. Spin. Then say, for example, *I landed on the space with a bottle of oil. I ask my partner, Is there any oil?* Hold up your book and point to the check mark in the narrow part of the space. Explain that a check mark means *Yes, there is*, or *Yes, there are*. and *X* means *No, there isn't any*, or *No, there aren't any*. Write the key on the board.
- Pair students and have them play the game.

## Wrap Up

- Have students open their books to pp. 82–83. Say *Look at the foods in the pictures.* Put students in pairs. Have students take turns asking and answering questions about the foods in the picture. Model a question and answer, such as *Is there any cake?* (Yes, there is some.)

# Be the Expert

## Grammar in Depth

The word *some* is only used in affirmative sentences, not negative ones, for example, *Yes, there are some oranges.* but never *No, there isn't some juice.* The word *any* can be used in negative sentences. *Is there any juice? No, there isn't any juice.*

## Teaching Tip

**Classroom Management** Keep students on track by making sure they understand directions. Always read directions aloud and have students repeat and explain them.

Focus on one step at a time. Then have students summarize the directions. After you review directions, ask students *What questions do you have?*

## Warm Up

- Preteach** Say *Rafi is at the market with his mother. He wants to bake a cake for his dad's birthday.* Write *sugar, eggs, and milk* on the board. *Rafi wants to know what's in the kitchen at home. He calls his sister. Here's what they say.* Write the following on the board. Read as you write.

R: Is there any sugar? S: No, there isn't any.  
 R: Are there any eggs? S: Yes, there are some.  
 R: Is there any milk? S: Yes, there is some.

- Explain that *R* stands for *Rafi* and *S* stands for *sister*. Model the conversation with a student, making negative gestures for “no” and positive gestures for “yes.”

## Present

- Have students look at the Grammar box on p. 84. Ask *What's in the kitchen? Let's listen.* Play **TR: 72**.
- Call on students to ask and answer the questions in the Grammar box. Then write the following sentence frames on the board:

Yes, there are some \_\_\_\_\_ No, there aren't any \_\_\_\_\_  
 Yes, there is some \_\_\_\_\_ No, there isn't any \_\_\_\_\_

- Say *Let's pretend I don't know what's in the fridge. I'm going to ask questions to find out.* Point to the board. Say *Use these sentences to answer.* Ask *Are there any grapes in the fridge? Is there any milk?*



## Vocabulary 2

### Objective

- Students will
- identify and use words to talk about going to the supermarket.

**Vocabulary** money, put away, price, compare, buy

**Resources** Workbook p. 64;  
Audio CD TR: 73–74;  
Video: Vocabulary 2;  
Classroom Presentation Tool:  
Vocabulary 2; Teacher's Resource  
CD-ROM: Activity Worksheet 8.2;  
Picture Cards 446–448, 450–454

**Materials** an empty bottle; bowl;  
and jar (optional)

### Related Vocabulary

bills, coins

### 5 Listen and say. Read and write. TR: 73



- Which drink is better for you? Let's \_\_\_\_\_ them.  
a. buy      b. compare      c. eat
- Can you help me \_\_\_\_\_ the food in the fridge, please?  
a. compare      b. put away      c. buy
- The \_\_\_\_\_ of that loaf of bread is ninety cents.  
a. price      b. money      c. smell
- Let's \_\_\_\_\_ some milk. We don't have any.  
a. compare      b. put away      c. buy

### 6 Listen and stick. Work with a partner. TR: 74

1      2      3      4      5

85

### Practice 5

- Say *Look at the photos on page 85. They show words that we use when we go shopping.* Read each term and have students repeat. Point to the photo for *money*. Say *This is money.* Ask *Does this look like the money you use? Why do we need money?*
- Put students in small groups. Say *Look at the other photos. What do they show? Write a sentence about each photo.* When students finish writing, ask groups to share their sentences.
- Think Aloud** Show how to use photos to understand a word. Point to the photo of the girl and her mother. Say *The photo shows a girl and her mother placing food in the fridge. I think put away means to place something where it belongs.*
- Say *Now you're going to listen to sentences with these words. Point to each photo as you hear the word. Then repeat the word and sentence.* Play TR: 73. Pause for students to repeat.
- 5** Guide students through item 1. Read the sentence and choices aloud. Ask *What word means "look at two things and decide which is better?"* (compare) *The sentence should say Let's compare them.* Have students complete items 2–4 on their own. ✓ Say *I'm not sure what I want. Should I compare or buy?* If students need more support, review TR: 73 and the photos on page 85 together.

### Apply 6

- 6** Pair students. Have them look at the stickers. Say *Talk about what word or words each sticker shows.* Give students a few minutes to talk. Say *You're going to hear sentences with a beep in them. That's for the missing word. When you hear the beep, stick the sticker that shows the missing word.* Play TR: 74, pausing so students can place stickers.

### Wrap Up

- Put students in groups. One at a time, have students act out each of the vocabulary words. Other group members should guess the words. The student who guesses correctly acts out the next word.

## Be the Expert

### Teaching Tip

**Classroom Management** Show students how to be good listeners. If students are talking while you're speaking, stop. Hold a card in the air to quiet the class and get the students' attention. Make eye contact with students who are talking. When students are quiet and ready to listen, lower the card and begin speaking again. Use this signal to keep students focused during class.

### Warm Up

- Recycle** Say *Let's review some words about food.* Hold up Picture Cards as you say each group of words on pp. 82–83. Have students repeat after you. Then hold up a jar and say *What can I put in this jar?* (olives) Hold up a bottle and say *This is a bottle. What can I put in it?* (oil, juice) Hold up a bowl and ask *What can I put in this bowl?* (sugar, cereal)

### Present

- Have students open their books to p. 85. Read each target word aloud as you point to the photos. Have students repeat after you.
- Act it out** On the board, draw a pile of apples with \$1 written below it. Then draw a second pile of apples with \$3 written below it. Say *I'm at the*

*supermarket. I want some apples.* Point to the pictures on the board. Say *Here are some apples. And here are some apples. Hmm. How do I choose?* Write *compare* on the board. Say *I know! I can compare them.*

- Say *I look at the price.* Write *price* on the board. Point to \$1 and say *The price for these apples is one dollar. That's how much money I need to buy the apples.* Write *money* on the board.
- Point to the second picture of apples. Say *The price of these apples is three dollars. That's more than one dollar. That's too much.* Point to the first pile of apples. Write *buy* on the board. Say *I'm going to buy these apples.*

### Formative Assessment

Can students

- identify and use words to talk about going to the supermarket?  
Ask questions such as *What does your family usually buy at the supermarket?*

**Review** For additional practice, direct students to Activity Worksheet 8.2.



## Grammar 2

### Objective

Students will

- use *a few* and *a little* to describe amounts of food.

**Grammar** use count and noncount nouns with *a few* and *a little*

**Resources** Workbook pp. 65–66; Audio CD TR: 75; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 8.3; Picture Cards 451, 452

**Materials** ball or eraser (to pass/toss); note cards; bottle of water

### GRAMMAR TR: 75

Are there any cookies? Yes, there are **a few**.  
Is there any orange juice? Yes, there is **a little**.

### 7 Read and write.

- Is there any ice cream? Yes, there \_\_\_\_\_.
- Are there any grapes? Yes, there \_\_\_\_\_.
- Is there any milk? Yes, there \_\_\_\_\_.
- Are there any potatoes? Yes, there \_\_\_\_\_.

### 8 Play a game.

Cut out the game board and the cards on page 111. Put the cards on the board. Play with a partner.



### Practice 7

- 7 Read item I aloud, and then write *Yes, there \_\_\_\_\_* on the board. Say *Let's look carefully at the question. Is there any ice cream? I see the word is in the question. That means we use is in the answer.* Write *is* in the blank on the board. Say *We can't count ice cream, so we use a little in our answer.* Write *a little* on the line. Say *Yes, there is a little.* Have small groups complete items 2–4.

### Apply 8

- On the board, write *Is there/Are there any \_\_\_\_\_?* Under this question, draw a three-column chart.

YES	There is a little.	There are a few.
NO	There isn't any.	There aren't any.

- 8 Pair students. Say *Let's play a game. Cut out the board game and the cards on page 111. Then put a book between you and your partner. Don't look at your partner's board!* Have students look at the picture on p. 86 to see how they should sit during the game. Then have them place six of their nine food cards on their boards. Explain how to read the numbers and letters on the board (A1, B2). Model the dialogue on p. 86 with a student.
- Say *First, pick a space on the board. Ask your partner if a food is in that space. If your partner guesses correctly, give him the card.* Listen to students' questions and answers. Help students refer to the chart on the board and the model dialogue to ask and answer questions correctly.

### Wrap Up

- Stand in a circle with students. Hold a ball. Ask *Are there any apples in the kitchen?* Toss or pass the ball to a student. The student answers, asks another question, and passes the ball. Model with the student: *Are there any apples in the kitchen? Yes, there are some. Is there any juice?* Have students keep passing the ball to ask and answer questions.

## Be the Expert

### Grammar in Depth

The term *a few* is used with objects that can be counted. *A few* can be used in place of *some*. *I know a few songs by that singer.* is the same as *I know some songs by that singer.*

*A few* is different from *few*. *Few* means "not many." *I have few books on that topic.* is the same as *I don't have many books on that topic.*

*A little* is used for noncount nouns. Use *a little* to describe a small amount of something. *A little* can also be used in place of *some*. *There is a little milk in the fridge.* is the same as *There is some milk in the fridge.*

### Teaching Tip

**Classroom Management** Keep students focused during games by setting a time limit for playing the game. Give students five minutes to play a game. When there are two minutes left to play, ring a bell to let students know their time is almost up.

### Warm Up

- Preteach** Draw six apples on the board. Ask *Are there any apples?* (yes) Erase three apples. Say *Are there any apples?* (yes) Say *Yes, there are a few.* Write *a few* on the board. Repeat with peppers.
- Draw a full bottle of milk on the board. Ask *Is there any milk?* (yes) Erase some of the milk to show a smaller amount of milk in the bottle. Ask *Is there any milk?* (yes) Say *Yes, there is a little.* Write *a little* on the board. Repeat with juice.

### Present

- On the board, write *Yes, there are a few.* *Yes, there is a little.* Say *You're going to hear questions and answers about food. Listen for these sentences.* Play TR: 75. Have students repeat.

- Give examples** Have students write *a few* and *a little* on separate note cards. Make a set of cards for yourself. Draw three cupcakes on the board. Ask *Are there any cupcakes?* Hold up the card for *a few*. Say *Yes, there are a few. We can count how many there are, so we use a few.*
- Show a water bottle with a little water in it. Ask *Is there any water?* Hold up the card for *a little*. Say *Yes, there is a little. We can't count water, so we use a little to tell how much there is.*
- Draw foods on the board (a little juice in a glass, a piece of cheese, two bananas, three cookies). Point to each and ask *(Is) there any (juice)?* Have students hold up cards for either *a few* or *a little*. Say the correct answer and have students repeat after you.



## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** a bowl of, a glass of, a jar of

**Vocabulary 2** buy, put away

#### Grammar

**Grammar 1** use count and noncount nouns with *some* and *any*

#### Academic Language

phrase

**Resources** Workbook p. 67; Audio CD TR: 76; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 8.4; Picture Cards 446–448, 450–454

#### Related Vocabulary

jelly, spice, pasta, sauce

### The Sounds of English

**Resources** Workbook p. 67; Audio CD: TR: 77; Classroom Presentation Tool: The Sounds of English; Picture Cards 2, 87, 125, 143, 218, 294, 451, 452; The Sounds of English Card 16

**9 Listen.** Read and sing. **TR: 76**

## Let's Go Shopping!

Let's go shopping. Let's go shopping,  
let's go shopping today.  
Let's go shopping to buy some food,  
then go home to put it away.

A bowl of pasta, a jar of spice,  
a glass of juice, and cake are nice!  
Let's go now. Let's buy some food.  
Let's go shopping, just me and you!

**THE SOUNDS OF ENGLISH TR: 77**

juice

**10 Listen and say.**

1. juice	jar
2. jacket	jeans
3. giraffe	orange

- Play **TR: 76** and have students sing along. Then have each group sing its new verse aloud.

### Extend

- Have students draw a loaf of bread, a bowl of rice, and a piece of cake and label each picture. Read the words aloud and have students repeat after you. Say *When you hear bread, rice, and cake in the song, hold up your picture.* Play **TR: 76** again.
- Sing the chorus once. Say *Let's think of how we can act out the song. How can we act out "shopping"?* Have students choose a short action. Say *How can we act out "buy some food"?* *How can we act out "put it away"?* Sing the chorus one more time as a class and include the actions.

### The Sounds of English: /dʒ/ as in juice **10**

- **10** Hold up the Picture Card for a glass of juice. Ask *What's this?* When students answer, say *That's right. It's a glass of juice.* Repeat the word *juice* and write it on the board. Say *Now let's listen to words like juice.* Play **TR: 77** once while students listen. Then say *Let's listen and say.* Play **TR: 77** again and have students repeat the words.

- To check understanding, have students look at pictures, listen, and raise their hands when they hear /dʒ/ as in *juice*. Display Picture Cards or other pictures that contain the target sound (*orange, jacket, jump, orange juice, jeans, giraffe, jar*) and some that don't.

- Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say *Look and listen. Raise your hand if you hear /dʒ/ as in juice.* If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

- For more practice, display again the cards or pictures that contain the target sound. Then hold up the cards for *jacket* and *jeans* together. Say *jacket and jeans* and have students repeat. Then point to the other cards and ask *How many phrases can you make with these words?*

- Pair students and have them make combinations of words that repeat the target sound. Tell them that silly phrases are good! Give students time to work, then have them share their phrases with the class. If pairs need help, tell them to focus on the /dʒ/ sound in the words. Some phrases students might write include *orange jacket, jar of jeans, jumping giraffes*, etc.

### Use the Song **9**

- **Activate prior knowledge** Say *We learned words for food. We learned words that tell about amounts of things, too.* Hold up Picture Card 446. Ask *What's this?* (a bottle of oil) Ask *What other foods come in a bottle?* (soda, juice, milk) Hold up Picture Card 447. Ask *What's this?* (a bowl of sugar) Ask *What foods can come in a bowl?* (cereal, ice cream, soup)
- **9** Have students open their books to p. 87. Read the title of the song and the two verses on the page aloud. Then repeat the verses and have students read along with you.
- Play the first two verses of **TR: 76** as students listen. Then play the verses again and sing along. Alternate singing each line with the class.

- Play all of **TR: 76**. Complete song lyrics are on Student Book page 96. Then write on the board:

a bottle of oil	a jar of olives
a box of cereal	a bowl of sugar
a loaf of bread	a can of soda

- Put students in small groups. Tell them to choose four phrases from the board and use them to replace the foods in the last verse of the song. Provide these sentence frames:

\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ are nice!  
*Let's go now. Let's buy some food.*  
*Let's go shopping, just me and you.*

## Be the Expert

### Teaching Tip

**Grouping** Make sure each student in a group has a chance to speak or share ideas. Have group members pass around and hold an object that shows whose turn it is to speak. When the speaker finishes, he or she passes the object to another group member.

### The Sounds of English Cards

You can use The Sounds of English Card 16 to teach the /dʒ/ sound. Audio for this card is available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet 8.4.



## Reading

### Objectives

- Students will
- tell what people in different parts of the world eat.
- connect a text to their own lives.

**Reading Strategy** Connect Text to Personal Experience

**Academic Language** *chart, column, row*

**Content Vocabulary** *acrobat, baker, lifeguard, photographer*

**Resources** Workbook pp. 68–69; Audio CD TR: 78; Classroom Presentation Tool: Reading

**Materials** colored pencils or markers

### Related Vocabulary

bake

## 11 Listen and read. TR: 78

# What I Eat

We all eat different things. The photographer Peter Menzel travels to different countries to see what people eat. These are some of his photos. They show what one person eats in one day.

Cao is 16. She's an acrobat and works in the circus. She has yogurt and fruit for breakfast. For lunch she has a bowl of rice with meat, eggs, and onions. She doesn't have dinner because she performs in a show every evening.

Akbar is a bread baker. He has eggs, salad, and some tea for breakfast. He doesn't stop working for lunch. He has some snacks—a bunch of grapes, some tomatoes, and some of his bread. He has a big dinner at home. He eats meat, rice, yogurt, and some more of his bread!



acrobat, China



baker, Iran



Every day, half the people in the world eat rice.

## 12 Work with a partner.

What do the people eat?  
What do you eat?

Cao has yogurt for breakfast.



88

## Warm Up

- **Brainstorm** Say *We all have favorite foods. Some foods are better for certain meals. I like pasta for dinner, but I don't usually eat it for breakfast!* Write **Breakfast**, **Lunch**, and **Dinner** on the board. Ask *What do you like to eat for breakfast?* Have students call out foods they like to eat for breakfast. Write the foods on the board under the appropriate heading. Repeat for the other two meals.

## Present 11

- **Predict** Have students look at the photos on p. 88. Ask *What foods can you name?* (water, fruit, bread, tomato, salad) *What do you think the reading is about?* (people in different places, foods people eat) Have students write their predictions.

- **11** Play **TR: 78** and have students read along. Have students revisit their predictions.
- Play **TR: 78** a second time. Pause at the end of each paragraph to check for comprehension. Ask questions such as the following:
  - Paragraph 1:** *Who's Peter Menzel? What do his photos show?*
  - Paragraph 2:** *What does Cao do? What are some foods she eats?*
  - Paragraph 3:** *What is Akbar's job? What does he eat at work? What does he eat at home?*

- **Think Aloud** Model guessing meaning from context by thinking aloud. Say *I'm not sure what photographer means. The word photographer has photo in it. Peter Menzel is a photographer. I know that he goes to different places and takes photos. I think a photographer is someone who takes photos.*

## Practice

- Write the following sentences on the board:

1. Cao has yogurt and fruit for \_\_\_\_\_.  
She has \_\_\_\_\_, eggs, and onions for lunch.
2. Akbar has eggs, salad, and \_\_\_\_\_ for breakfast.  
He has meat, rice, \_\_\_\_\_, and bread for dinner.

- Read the sentences aloud and have students copy them.
- Put students in pairs. Say *Fill in the blanks on your own. Reread What I Eat to find the answers. Then compare your sentences with your partner's.* When pairs have finished, call on students to read the completed sentences.
- Say *Now, think about everything you ate yesterday. Make a list. Give students a few minutes to write. Say Draw a picture of each item you wrote on your list next to it. Give students a few minutes to draw. Ask Did you include every meal? What about snacks? Call on students to read their lists aloud. Display students' lists.*

## Apply 12

- **12** Read the directions for Activity 12 and have two students read the model dialogue aloud. Then put students in pairs. Say *Look at the photos. What does each person eat? Do you eat the same foods? Do you eat different foods? Look at your list. What do you eat?*

## Wrap Up

- Have students tell what Cao and Akbar eat. Then ask *Which of these people are you most like? What foods do you both like to eat? Which person reminds you of someone you know? In what way?*

## Be the Expert

### About the Photo

These photos are part of a book by Peter Menzel and his wife, Faith D'Aluisio, titled *What I Eat: Around the World in 80 Diets*. The photos in this book show people in Brazil, India, Kenya, and other countries. Menzel wanted to show the kinds of food people eat, how much they eat, and how food connects to a person's way of life.

### Reading Strategy

**Connect Text to Personal Experience** Making connections to their own lives helps students better understand a text. Ask questions about specific events and characters to help students make connections.

First, make a statement about a character or event in the text. Then ask questions to connect that statement to students' experiences. For example, *Cao eats fruit and yogurt for breakfast. Do you like fruit? Do you eat it for breakfast? What do you like to eat for breakfast?*

### Formative Assessment

Can students

- tell what people from different parts of the world eat?  
Point to the photo of Cao or Akbar. Ask *What does (Cao) eat every day?*
- connect a text to their own lives?  
First, have students tell about a person in the reading. Then have students compare themselves to that person. Do they eat similar or different foods?



## Value

**Value** Eat nutritious food.

### Objectives

- Students will
- identify healthy food.
  - tell how to choose nutritious food.

**Academic Language** *topic sentence, body (of a paragraph)*

**Resources** Values Poster

## Eat nutritious food.



Eat fresh food. Eat good food. Read the labels on boxes and cans.

What do you eat? Is your food good for you?

NATIONAL GEOGRAPHIC

Bear fishing, Brooks Falls, Alaska

89

## Value

- Point to the photo on p. 89. Ask *What's the bear doing?* (catching a fish) Say *Bears have to catch their food. People can catch food, too, but many people buy food at stores and supermarkets.*
- Read the sentence at the top of p. 89 aloud. Ask *Which food is more nutritious, or good for you—a candy bar or an apple?* (an apple) *What other foods are nutritious?* (fruit, vegetables) *What foods are not nutritious?* (cake, soda)
- Read the text under the photo. Explain *A label is a piece of paper that is attached to something that tells what that thing is. Food labels tell what's in food. We can read and compare labels to see which foods are good for us.*

## Give the Unit Quiz

- **Listening instructions, Section I** Point to the pictures on p. 114. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.* Say *Now listen to an example.* Play **TR: AB42.** (It's a can of soda.) When students respond with the letter G, begin the quiz. Play the rest of **TR: AB42.**
- When students complete Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use *any* or *some*.) Repeat for Sections 3 and 4. (3: Answer the questions. Use *a little* or *a few*. 4: Read. Circle *True* or *False*.)

- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Read. Circle the correct answer.) Say *Now listen to an example.* Play **TR: AB43,** pausing after *Is there any juice?* Begin the quiz when students respond with *No, there isn't any.* Play the rest of **TR: AB43.**

- **Speaking instructions** Say *Look at the picture on page 126. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Are there any apples?* Point to the apples. Say *Yes, there are some in the fridge.* See page 131 of the Assessment Book for questions and expected student responses.

## Give the Mastery Test

- **Listening instructions, Section I** For the example on p. 118, play **TR: AB46.** *The fur feels soft.* When students respond with the letter D, begin the quiz. Play the rest of **TR: AB46.**
- Read the directions for sections 2–4 (2: Complete the sentences. Use words from the box. 3: Complete the sentences. Use *was* or *were*. 4: Read. Circle *True* or *False*.)
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Answer the questions. Write complete sentences.) Play **TR: AB47,** pausing after the example *Is there any oil?* Begin the quiz when students respond with *No, there isn't any.* Play the rest of **TR: AB47.**
- **Speaking instructions** Point to the image at the bottom of p. 127. Ask *Is there any oil?* Point to the olive oil. Say *Yes, there is some next to the refrigerator.* See page 131 of the Assessment Book for questions and expected responses.

## Give the Final Test

- **Listening instructions, Section I** For the example, play **TR: AB48.** (It's a toy store.) When students respond with the letter A, begin the quiz. Play the rest of **TR: AB48.**
- Read the directions for Sections 2 (Circle the correct answer.) and 3 (Read. Circle *True* or *False*.)
- **Listening instructions, Section 4** Read the directions aloud. Ask *What do you have to do?* (Listen. Answer the questions. Use complete sentences.) Play **TR: AB49,** pausing after the example question. Begin the quiz when students respond *She's a chef.*
- **Speaking instructions** Say *Look at the pictures on page 128. Answer my questions. Use complete sentences.* Ask *What's this?* Point to the goldfish. Say *It's a goldfish.* See page 131 of the Assessment Book for questions and expected responses.

## Assessment

**Resources** Assessment Book pp. 114–115, 118–119, 120–122, 126–128, 131, 135, 138; Audio CD TR: 42, 43, 46, 47, 48, 49; Unit 8 Project Worksheet

## Be the Expert

### Testing Tip

**Write and speak in complete sentences.** Remind students that they should always write in complete sentences when answering questions or completing a writing task, and that during speaking tasks, they should answer with complete sentences.

### Assess Unit Objectives

Ask questions such as the following:

- *What's your favorite food?*
- *What foods do you like to buy?*
- *Is there any fruit at your house?*

**Project** For a theme-related closing activity, direct students to the Unit 8 Project Worksheet.



## Video

**Vocabulary 1** a glass of juice, a loaf of bread, a bowl of sugar, a can of soda, a piece of cake, a bottle of oil, a jar of olives

**Vocabulary 2** money, price, compare, buy, put away

**Grammar 1** use count and noncount nouns with *some* and *any*

**Grammar 2** use count and noncount nouns with *a few* and *a little*

**Song** *Let's Go Shopping!*

**Viewing** markets around the world

**Story Time** *Anansi's Big Dinner*

**Resources** Student Book pp. 80–86; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)

### Before You Watch

- Play the Introduction. Say *This video is about food.* Ask *What's your favorite food? What do you like to eat for dinner? What do you like to eat for breakfast? Do you eat bread in the morning?*

### While You Watch

- Have students use words from the video to make a checklist. Have them create Two-column charts with the headings **Have at home** and **Need to buy**. Write the two headings on the board.
- Say *Pretend you're going shopping. When you hear a food, think about if you have it at home.* Point to **Have at Home**. *Write foods you have at home here.* Point to **Need to buy**. *Write foods you need to buy here. Remember to tell how much or how many.*

### After You Watch

- Have students practice a dialogue. Write the following sentence frames on the board:  
*Excuse me. Is/Are there any \_\_\_\_\_?*  
*No, I'm sorry. There isn't/aren't any \_\_\_\_\_.*  
Have students use their Two-column charts to help them ask and answer questions.



### Zoom In

#### Vocabulary

- As you watch the Vocabulary segments, pause at each image.

- Have students name each image and use the word(s) in a sentence.

#### Grammar

- View Grammar 1. Replay the animation, stopping each time a new food is presented. Ask *Is there any pasta?* (Yes, there is some pasta.)
- View Grammar 2. Ask questions such as *How many bowls of rice are on the table?* (There are a few bowls of rice.) *How much rice is on the table now?* (There's a little rice.)

#### Song

- Play the song with no audio. Pause for students to mimic Sofia's actions and say the words. Then play *Let's Go Shopping!* with the audio on. Have students act out phrases as they hear them.

#### Viewing

- Preview the viewing segment without audio. Ask *What do you think the video shows?* (people at markets)

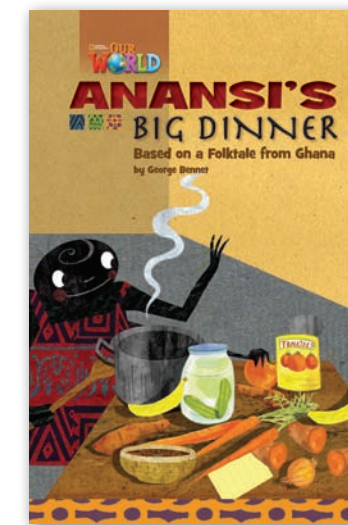
- Have students imagine they are cooking a meal. Say *First, decide what you will cook. Write a list of what you need to buy. Then describe your meal.*

#### Story Time

- View *Anansi's Big Dinner* with students.
- View *Anansi's Big Dinner* again. Pause the video and ask *What happens when Turtle returns from the store the first time?* (Anansi sends him back to the store for more food.) *How does Turtle trick Anansi?* (He has Anansi hold candles so he can't eat.)

### Anansi's Big Dinner

Anansi is cooking a big dinner, but he needs more food from the store. He asks Turtle to go to the store. Anansi promises to share his dinner with Turtle. But will he?



### Before You Read

- **Predict** Hold up the Reader and point to the cover. Say *This story is called Anansi's Big Dinner. What do you see in the picture?* (a spider, carrots, tomatoes, bananas, a spoon) *Who do you think Anansi is?* (the spider) *What do you think he's going to do in the story?* (cook or eat a big dinner)
- **Introduce the strategy** Say *Think about something you do in order. For example, think about how you put on your clothes. What do you put on first—your shoes or your socks?* (socks)
- Say *Some stories tell what happens first, second, next, and last.* Draw a flow chart on the board. Label boxes with the numbers 1, 2, 3, 4, 5, 6. Give each student a Flow chart. Have them copy the numbers onto their charts.
- Say *As we read, we're going to fill in our charts. Let's write what happens first in the "1" box.* (1: Anansi asks Turtle to buy food.) *Next we write what happens in the "2" box.* (2: Anansi asks for more food; 3: Anansi asks for more food again; 4: Anansi doesn't let Turtle in; 5: Turtle tells Anansi to hold the candles; 6: Turtle eats)

### While You Read

- Stop every few pages to ask questions about the story. Add information to the flow chart together.  
p. 3: *What does Anansi ask Turtle to do? What's Anansi doing?*  
p. 5: *What happens when Turtle comes back with the foods?*  
p. 9: *What happens when Turtle comes back?*  
p. 11: *How does Turtle trick Anansi?*

### After You Read

- Have students cut out each box in their Flow charts. Cover or erase the chart on the board. Have partners mix up the boxes and use the information in each to arrange the boxes in the correct order. Finally, as a class, review the sequence of events.

## Unit 8 Reader

**Text Type** folktale

**Reading Strategy** Identify Sequence of Events

**Vocabulary** bottle of (milk), buy, jar of (pickles), loaf of (bread), go(es) shopping

**Grammar** use count and noncount nouns with *some* and *any*; use count and noncount nouns with *a few* and *a little*

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Flow chart)

**Materials** scissors

## Be the Expert

### Our World in Context

*Anansi's Big Dinner* is based on a folktale from Ghana, a country in Africa. Ghana is in the western part of Africa. There are more than 70 cultural groups in Ghana, each with its own language and traditions. English is the country's official language.

### Reading Strategy

**Identify Sequence of Events** The order in which events happen is called the sequence of events. Words such as *first, next, then, and now* give clues about the order of events. Writing down events helps students remember and retell a story. It also helps students check that they do not miss or skip any main events.

### Text Background

"Trickster tales" are a type of folktale. These folktales are common all over the world, especially in Native American and African traditions. The main character is often an animal with human-like qualities, such as Anansi. The trickster is clever and tricks other people to get his way. Sometimes, however, the trickster gets fooled, as in *Anansi's Big Dinner*.



## Audio Script

### Student Book

#### TR: 70 Unit 8. 1 Listen and read.

We all love food. We can find food in stores or at the market. What's your favorite food? Let's go shopping!

a loaf of bread; a bottle of oil; a jar of olives; a box of cereal; a bowl of sugar; a glass of juice; a can of soda; a piece of cake

#### TR: 71 2 Listen and say.

a loaf of bread	Can you buy me a loaf of bread?
a bottle of oil	There's a bottle of oil on the table.
a jar of olives	This is a big jar of olives.
a box of cereal	Let's get a big box of cereal.
a bowl of sugar	Where's the bowl of sugar?
a glass of juice	Can I have a glass of juice, please?
a can of soda	I want a can of soda.
a piece of cake	That piece of cake looks delicious!

#### TR: 72 Grammar

Are there any oranges? Yes, there are some in the fruit bowl.

Are there any bananas? No, there aren't any.

Is there any milk? Yes, there is some in the fridge.

Is there any bread? No, there isn't any.

#### TR: 73 5 Listen and say.

money	I need some money.
put away	Put away the tomatoes!
a price	Is that the price? That's a lot.
compare	It's important to compare the prices when you shop.
buy	I buy strawberries at the market.

#### TR: 74 6 Listen and stick. Work with a partner.

1. When you go shopping, don't forget your \_\_\_\_\_.

2. If you have no money, you can't \_\_\_\_\_ anything.

3. Look at the \_\_\_\_\_!

4. Always \_\_\_\_\_ two products and buy the better one.

5. When you get home, \_\_\_\_\_ the milk and the ice cream first. Wait. Don't put away the ice cream. Eat it!

#### TR: 75 Grammar

Are there any cookies? Yes, there are a few.

Is there any orange juice? Yes, there is a little.

#### TR: 76 9 Listen. Read and sing.

Note: Lyrics for the song *Let's Go Shopping!* are on Student Book p. 96.

#### TR: 77 10 The Sounds of English /dʒ/ juice Listen and say.

1. juice; jar 2. jacket; jeans 3. giraffe; orange

#### TR: 78 11 Listen and read.

##### What I Eat

We all eat different things. The photographer Peter Menzel travels to different countries to see what people eat. These are some of his photos. They show what one person eats in one day.

Cao is 16. She's an acrobat and works in the circus. She has yogurt and fruit for breakfast. For lunch she has a bowl of rice with meat, eggs, and onions. She doesn't have dinner because she performs in a show every evening.

Akbar is a bread baker. He has eggs, salad, and some tea for breakfast. He doesn't stop working for lunch. He has some snacks—a bunch of grapes, some tomatoes, and some of his bread. He has a big dinner at home. He eats meat, rice, yogurt, and some more of his bread!

#### TR: 79 Series Song

### Workbook

#### TR: 49 Unit 8. 1 Listen and write.

1. a piece of cake 2. a bowl of sugar 3. a bottle of oil  
4. a jar of olives 5. a can of soda 6. a glass of juice  
7. a box of cereal 8. a loaf of bread

#### TR: 50 2 Listen. Read and circle.

1. Child 1: Is there any cake? Child 2: No, there isn't any. 2. C1: Are there any bottles of oil? C2: Yes, there are some. 3. C1: Are there any pieces of cake? C2: No, there aren't any. 4. C1: Is there any cereal? C2: Yes, there is some.

#### TR: 51 3 Listen and read. Write.

1. The price of that sandwich is five dollars. 2. Let's put away the milk and eggs in the refrigerator. 3. I'm hungry. Let's go to the supermarket and buy some food. 4. Which is better, yogurt or ice cream? Let's compare them. 5. Oh, no! I don't have any money! I can't take the bus home.

#### TR: 52 11 Listen and read. Can you say these fast?

1. Put away the pasta, peppers, and potatoes.  
2. Betty buys a big box of bananas. 3. Compare the cheese, chips, and chicken carefully.

#### TR: 53 12 Listen to the song. Write.

Note: Lyrics for the song *Let's Go Shopping!* are on Student Book p. 96.

#### TR: 54 14 Listen and check your answers to Activity 13.

jar; giraffe; jeans; jacket; orange; refrigerator

#### TR: 55 15 Listen and read.

##### How People Eat

People eat in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are different in each country.

People use chopsticks in Thailand and Cambodia, but they only use chopsticks to eat noodles. They use a spoon and fork to eat other foods.

People in Europe and the Americas usually use forks, knives, and spoons to eat. But people in India and Ethiopia use bread to pick up food. They eat with their right hand.

## Answer Key

### Student Book

#### Unit Opener SB p. 80

1. b 2. a

#### 5 SB p. 85

1. b. compare 2. b. put away 3. a. price 4. c. buy

#### 6 SB p. 85

1. open wallet with some bills sticking out  
2. cash register with bananas on scale  
3. three price tags  
4. hands holding brown banana and yellow banana  
5. hand putting milk into fridge

#### 7 SB p. 86

1. is a little 2. are a few 3. is a little 4. are a few

### Workbook

Go to pp. 219–221 for the Workbook Answer Key for this unit.



## Review: Units 5-8

**Vocabulary** U5-U8

**Grammar** U5-U8

**Academic Language** heads, tails

**Resources** Workbook pp. 70-71

**Materials** timer, stopwatch, or clock with a second hand; coins; playing pieces (buttons, tokens, or other small, flat objects)

## Review

**Work with a partner.** You have three minutes to answer the questions.



### One to Ten!

- Write three forms of transportation whose name begins with S.
- Are there any potatoes? Yes, there are a \_\_\_\_\_!
- You \_\_\_\_\_ with your nose and \_\_\_\_\_ with your tongue.
- What lives in a hive?
- I ride my bike to school. I don't. I \_\_\_\_\_.
- Why does an ostrich have long legs?
- A \_\_\_\_\_ of cereal and a \_\_\_\_\_ of olives, please.
- Write three things that are sweet.
- The rabbit \_\_\_\_\_ soft.
- How was the soup? It \_\_\_\_\_ delicious.

90

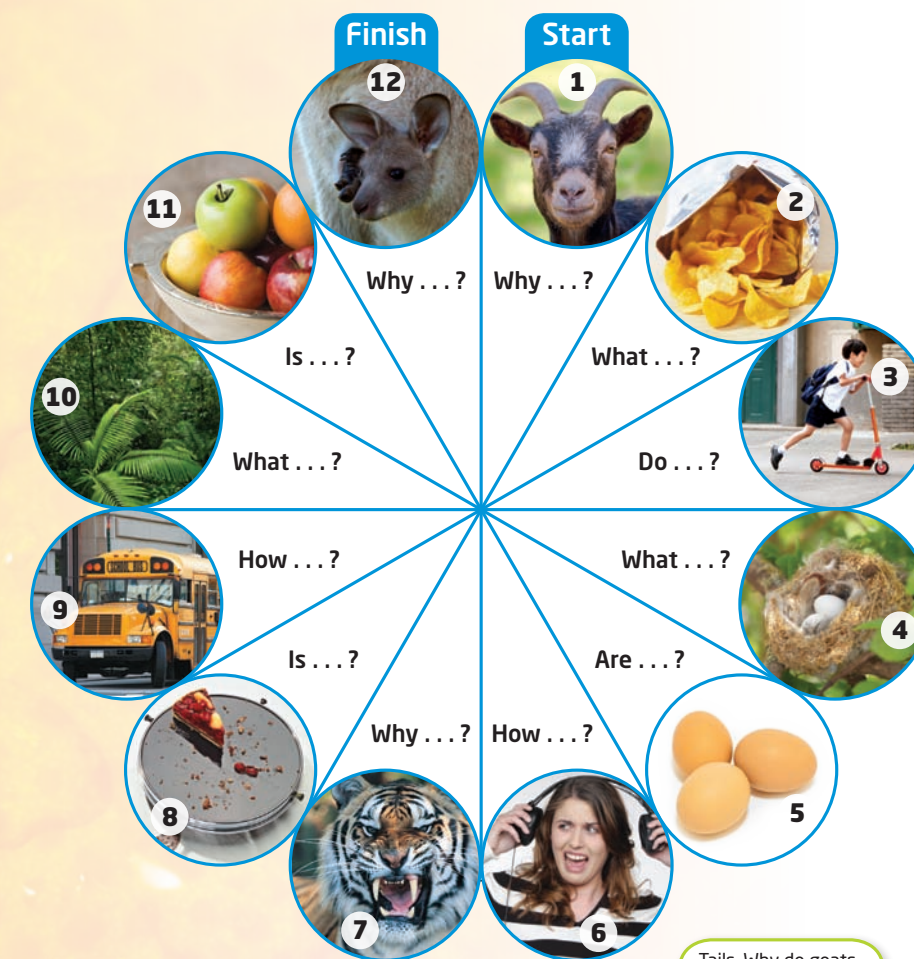
- **Play the game** Read aloud the instructions at the top of p. 90. Say *This game is called One to Ten! You and a partner will work together to answer ten questions in three minutes. I'll tell you when to start, and when to stop.* Then call on students to read aloud each of the ten items. Tell students they can say the word *blank* if the item has a blank line to be filled in.
- Pair students and give partners a minute or so to review the questions. Students can answer items 1, 4, 6, and 8 in their notebooks. Set a timer or stopwatch for three minutes. Once pairs are ready, say *Go!* and start the timer.
- When time is up, say *Stop. Put down your pencils.* Call on pairs to read their answers aloud. Then discuss with the class the answers to each question.

- Say *Let's play a new game. Look at page 91.* Read aloud the directions and the speech bubble. Say *Ask and answer questions about the photos. Start each question with the word that's next to the photo.* Have students read aloud each question word in the game. Then call on students to identify some of the objects and actions in each photo.
- Model playing the game. Put a playing piece on *Start*. Flip a coin, and move the playing piece one or two spaces. Ask a question about the photo you land on. For example, you might ask *What do potato chips taste like?* (They taste salty.) Then call on a student to flip the coin, move the playing piece, and ask you a question using the word next to the photo.

## Be the Expert

### Teaching Tip

Timed writing or speaking activities help students practice thinking and speaking quickly in English. Set a timer for review activities and let students know in advance how much time they will be given. Tell students that it's okay if they don't get to every question, but have them try to answer as quickly as possible. Giving language learners the chance to practice writing and speaking under timed conditions helps them develop reading and writing fluency.



**Work with a partner.** Use a coin. Heads = 2 spaces, Tails = 1 space. Look. Ask and answer.

Tails. Why do goats have horns?

91

- Pair students and hand out coins and playing pieces. Say *Now, you play. Remember to start each question with the word next to the photo. Take turns. Keep moving around the circle until you get to Finish.* Observe pairs as they play to make sure they take turns and begin each question with the appropriate question word.
- **Sentence frames** If students need help thinking of questions and answers for the game on p. 91, write examples on the board:

Why does a _____ have _____?	It has _____ because _____.
What do _____ taste like?	They taste _____.
Do you ride _____ to school?	I don't. I take the _____.
Are there any _____?	No, there aren't any.
What habitat is this?	It's a _____.
How does _____ sound?	It sounds _____.
Is there any _____?	Yes, there is a little.
	Yes, there is some.
What animals live in a _____?	Birds, squirrels, and some insects live in a _____.

- **Modify** If class time is limited, call on students to answer each question in the *One to Ten!* game verbally. Have students play the game on p. 91 in small groups instead of pairs.



## Audio Script

### Student Book (Unit Zero)

**TR: A2** ① Look, listen, and say.

A: How do you say *borrador* in English?

B: It's an eraser.

A: How do you spell "scissors"?

B: s-c-i-s-s-o-r-s

A: Could you repeat that, please?

B: Sure, s-c-i-s-s-o-r-s.

A: I don't understand. Can you help me, please?

B: Yes, sure.

A: What's the difference between *next to* and *in front of*?

B: I can show you.

**TR: A3** ② Look, listen, and say.

spring, summer, fall, winter

**TR: A4** ③ Look and listen. Point and say.

fall, spring, winter, summer

**TR: A5** ④ Look, listen, and say.

January, February, March, April, May, June, July, August, September, October, November, December

**TR: A6** ⑤ Look, listen, and say.

twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, one hundred and one, one hundred and two, two hundred, one thousand, one million, one billion, plus, minus, equals

**TR: A7** ⑥ Work with a partner. Listen. Do the math together. Listen to check your answers.

Twenty-four plus two equals \_\_\_\_\_.

One hundred plus ten equals \_\_\_\_\_.

Sixty plus twenty equals \_\_\_\_\_.

Eighty plus nine equals \_\_\_\_\_.

Thirty-five plus five equals \_\_\_\_\_.

Forty minus thirty equals \_\_\_\_\_.

Three hundred minus fifty equals \_\_\_\_\_.

One thousand plus one thousand equals \_\_\_\_\_.

Ninety-nine minus nine equals \_\_\_\_\_.

Twenty-four plus two equals twenty-six.

One hundred plus ten equals one hundred and ten.

Sixty plus twenty equals eighty.

Eighty plus nine equals eighty-nine.

Thirty-five plus five equals forty.

Forty minus thirty equals ten.

Three hundred minus fifty equals two hundred and fifty.

One thousand plus one thousand equals two thousand.

Ninety-nine minus nine equals ninety.

**TR: A8** ⑦ Look, listen, and say.

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first

**TR: A9** ⑨ Look, listen, and say.

The kite is mine.

The coat is yours.

The ball is his.

The bat is hers.

The grapes are ours.

The pencils are yours.

The game is theirs.

### Workbook (Unit Zero)

**TR: 2** ① Listen and read. Match the questions to the answers. Draw lines.

1. S1: How do you spell *eraser*?

S2: e-r-a-s-e-r

2. S1: What's the difference between *on* and *in*?

S2: I can show you.

3. S1: How do you say *lápiz* in English?

S2: It's a *pencil*.

4. S1: I don't understand. Can you help me, please?

S2: Yes, sure.

5. S1: Could you repeat that, please?

S2: Sure, e-r-a-s-e-r.

## Audio Script

**TR: 3** ② Listen and circle.

1.  $27 - 20 =$

2.  $101 + 35 =$

3. one billion

4. one million

5. 17th

6. 3rd

### Workbook (Review: Units 1-4)

**TR: 31** Review: Units 1 through 4. ② Listen. Circle the answers.

1. Boy 1: What does he do before school?

Boy 2: He feeds his pet before school.

2. B1: What does he do after school?

B2: He comes home.

3. B2: What does he do after breakfast?

B1: He sometimes helps his grandma.

4. B2: What do you do in the evening?

B1: I always do my homework at four forty-five.

## Answer Key

### Student Book (Unit Zero)

① SB p. 7

1. you/us 2. you 3. him 4. her 5. them 6. me 7. us 8. it

### Student Book (Review: Units 5-8)

One to Ten! SB p. 90

1. Possible answers: scooter, ship, subway

2. few

3. smell, taste

4. bees

5. Possible answers: ride a motorcycle, ride a scooter, ride the subway, take a taxi, take the bus, walk

### Workbook (Review: Units 5-8)

**TR: 56** Review: Units 5 through 8. ③ Listen. Read and circle.

1. Child 1: How does the helicopter sound?

Child 2: It sounds loud.

2. C1: How does the fur feel?

C2: It feels soft.

3. C1: Are there any boxes of rice?

C2: No, there aren't any.

4. C1: I'm hungry.

C2: Let's buy a loaf of bread.

5. C1: Is there any oil?

C2: Yes, there is some in the bottle.

6. C1: Are there any tomatoes?

C2: Yes, there are a few.

**TR: 57** Series Song

**TR: 58** Let's Go Shopping!

Note: Lyrics for the song *Let's Go Shopping* are on Student Book p. 95.

6. Possible answer: An ostrich has long legs so it can run fast.

7. box, jar

8. Possible answers: cake, juice, soda, sugar

9. feels

10. was

### Workbook

Go to pp. 204, 213, and 221 for the Workbook Answer Key for the Unit Zero and Review pages.



Unit 0

1 Listen and read. Match the questions to the answers. Draw lines. TR: 2



- |   |                       |
|---|-----------------------|
| 1. How do you spell eraser?                     | a. I can show you.    |
| 2. What's the difference between on and in?     | b. Yes, sure.         |
| 3. How do you say lápiz in English?             | c. It's a pencil.     |
| 4. I don't understand. Can you help me, please? | d. e-r-a-s-e-r        |
| 5. Could you repeat that, please?               | e. Sure, e-r-a-s-e-r. |

2 Listen and circle. TR: 3

- |                  |               |
|------------------|---------------|
| 1. 27 + 20 =     | 27 - 20 =     |
| 2. 101 + 35 =    | 101 - 35 =    |
| 3. 1,000,000     | 1,000,000,000 |
| 4. 1,000,000,000 | 1,000,000     |
| 5. 17th          | 7th           |
| 6. 2nd           | 3rd           |

Unit 1

The World of Work

1 Look and write.



a firefighter

- |                  |             |
|------------------|-------------|
| a bus driver     | a chef      |
| a doctor         | a farmer    |
| a firefighter    | a nurse     |
| a police officer | a scientist |
| a vet            |             |



a bus driver



a scientist



a nurse



a chef



a doctor



a farmer



a police officer



a vet

GRAMMAR

- |   |                                 |
|---|---------------------------------|
| What <b>does</b> your sister <b>do</b> ?    | She's a vet.                    |
| What <b>does</b> his uncle <b>do</b> ?      | He's a firefighter.             |
| What <b>do</b> your parents <b>do</b> ?     | They're scientists.             |
| Where <b>do</b> your parents <b>work</b> ?  | They <b>work</b> in a lab.      |
| Where <b>does</b> her brother <b>work</b> ? | He <b>works</b> in a school.    |
| Where <b>does</b> your sister <b>work</b> ? | She <b>works</b> in a hospital. |

2 Read. Look at the pictures. Write.

- What does your cousin do?  
She's a doctor.
- What does your grandpa do?  
He's a scientist.
- What does your grandma do?  
She's a nurse.
- Where does your aunt work?  
She works in an animal hospital.
- Where does your brother work?  
He works on a farm.



3 Do the puzzle. Unscramble the words. Write one letter in each square.

Seasons and Months



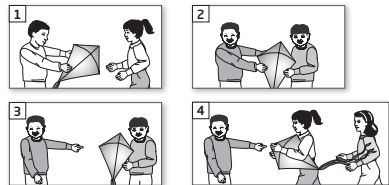
- |            |                   |
|------------|-------------------|
| UMESMR     | S U M M E R       |
| WNTIER     | W I N T E R       |
| REBTOCO    | O C T O B E R     |
| RUFREYBA   | F E B R U A R Y   |
| PRNGS      | S P R I N G       |
| TESBPMEEER | S E P T E M B E R |
| CAHMR      | M A R C H         |
| BENREOVVM  | N O V E M B E R   |
| LFAL       | F A L L           |

4 Find and write. Look at Activity 3. Find the letters above the numbers. Write the letters above the same numbers in the squares below. Then read the message.

W E L C O M E T O O U R C L A S S !

5 Look, read, and write. Use words from the box.

hers his mine ours yours theirs



- The kite is yours.
- The kite is ours.
- The kite is his.
- The kite is theirs.

6 Read. Circle the correct answer.

- Where's my hat? Oh, I see \_\_\_\_!  
a. me b. it c. them
- Where's my sister? I can't see \_\_\_\_.  
a. you b. him c. her
- I want a cookie. Can you give \_\_\_\_ a cookie, please?  
a. me b. us c. them
- I like my friends. I like to play with \_\_\_\_.  
a. you b. me c. them
- Do you see my brother? I can't see \_\_\_\_.  
a. you b. him c. her
- Hello, Alex and Maria! I have cookies for \_\_\_\_.  
a. them b. you c. it
- My friends and I want to play a board game. You can play with \_\_\_\_!  
a. us b. them c. you

3 Read and match. Draw lines.

- Who helps you at school? a. a soccer player
- Who sings to people? b. a teacher
- Who plays soccer? c. an artist
- Who is in the movies? d. an inventor
- Who makes new things? e. a rock star
- Who draws and paints pictures? f. a movie star

4 Unscramble the words. Write.

- ferifihgetr firefighter
- creocs arlyep soccer player
- viotnmre inventor
- bsu direvr bus driver
- voemi arst movie star
- sratti artist
- plocie ociefv police officer
- okre atrs rock star

GRAMMAR

- |   |                                       |
|---|---------------------------------------|
| What <b>do</b> you <b>want to be</b> ?                  | I <b>want to be</b> a police officer. |
| What <b>does</b> your sister <b>want to be</b> one day? | She <b>wants to be</b> a scientist.   |
| What <b>do</b> your cousins <b>want to be</b> ?         | They <b>want to be</b> movie stars.   |

5 Listen and write. TR: 4

- What does your brother want to be?
- He wants to be an artist.
- What do your sisters want to be?
- They want to be inventors.
- What do you want to be one day?
- I want to be a rock star.

6 Look, read, and write.

- He likes animals. What does he want to be?  
He wants to be a vet.
- She likes to work in the sun. What does she want to be?  
She wants to be a farmer.
- She likes to play soccer. What does she want to be?  
She wants to be a soccer player.
- He likes school. What does he want to be?  
He wants to be a teacher.





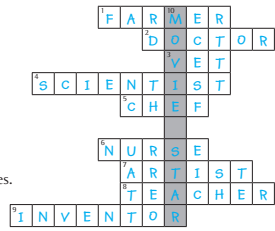
7 Read and write.

- Where does the teacher work?  
She works in a school or works in a classroom
- Where does the chef work?  
He works in a kitchen or works in a restaurant
- What does he want to be?  
He wants to be a doctor
- What does she want to be?  
She wants to be a scientist or wants to be an inventor



8 Do the puzzle. Read. Write.

- This person works on a farm.
- This person works in a hospital.
- This person works with animals.
- This person works in a lab.
- This person works in a kitchen.
- This person works in a hospital, too.
- This person draws and paints pictures.
- This person works in a school.
- This person makes new things.
- What does this person do?  
This person is a movie star



9 Listen and read. Can you say these fast? TR: 5

- My father's a fine fast firefighter.
- Susie Silver sings seven sad songs.
- The bus driver drives a big brown bus.

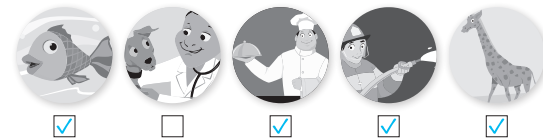
8

10 Listen to the song. Write new verses. Use words from the box. TR: 6

- |             |                  |
|-------------|------------------|
| aunt        | a bus driver     |
| cousin      | a firefighter    |
| grandfather | a nurse          |
| grandmother | a police officer |
| sister      | a scientist      |
| uncle       | a vet            |

What does your \_\_\_\_\_ do?  
He's \_\_\_\_\_ He's \_\_\_\_\_  
He's \_\_\_\_\_ Yes, he is!  
What does your \_\_\_\_\_ do?  
She's \_\_\_\_\_ She's \_\_\_\_\_  
She's \_\_\_\_\_ Yes, she is!

11 Listen. Which words have f that sounds like the f in farmer? Check the boxes. TR: 7



- 

12 Say the words. How many times do you hear f as in farmer? Write. 8

- fly foot friends frowning grandfather  
police officer phone sofa

9

Unit 2

Let's Eat!

1 Look and write.



12

GRAMMAR

Are there **any** potatoes? No, there aren't **any** potatoes.  
Are there **any** beans? Yes, there are.  
Are there **any** bananas and mangoes? Yes, there are.  
Is there **any** corn? No, there isn't **any** corn.  
Is there **any** meat? Yes, there is.

2 Listen. Read and circle. TR: 9

- No, there aren't any noodles. Yes, there are.
- No, there isn't any corn. Yes, there is.
- No, there isn't any ice cream. Yes, there is.
- No, there aren't any potatoes. Yes, there are.
- No, there aren't any tomatoes. Yes, there are.

3 Read. Write the foods in the correct columns in the chart.

	Is there any...?	Are there any...?
apples		<u>apples</u>
bread	<u>bread</u>	
chicken	<u>chicken</u>	<u>eggs</u>
corn		<u>mangoes</u>
eggs	<u>corn</u>	
fish	<u>fish</u>	<u>noodles</u>
ice cream		<u>tomatoes</u>
mangoes	<u>ice cream</u>	
noodles		
tomatoes		

13

13 Listen and read. TR: 8

The Dog Whisperer

Cesar Millan helps dogs. Some dogs have problems. They are angry or scared. Some dogs bite. People call Cesar Millan the "Dog Whisperer" because he teaches bad dogs how to be good.

Cesar knows what dogs like and need. Dogs need a leader. They need to have rules. Dogs need exercise, too. Cesar likes to run with the dogs.

The dog is Cesar's favorite animal. Cesar loves his job!



Dogs can learn more than a hundred words. Some dogs understand as many words as a young child understands!

14 Read. Check T for True and F for False.

- Cesar Millan helps dogs.  T  F
- Dogs do not need to run.  T  F
- Cesar's favorite animal is the frog.  T  F
- Cesar loves his job.  T  F

10

15 Read.

This is my Aunt Lily. She is a nurse. She loves her job. She works in a big hospital. At work she wears a blue and white uniform and black shoes. My aunt likes to help people. In her job at the hospital, she helps sick people every day.



16 Write. Write about a person you know. Write about his or her job.

- Who is the person? \_\_\_\_\_
- What is the person's job? \_\_\_\_\_
- Where does the person work? \_\_\_\_\_
- What does the person wear? \_\_\_\_\_
- What does the person do in his or her job? \_\_\_\_\_

17 Write. Put your sentences from Activity 16 together in a paragraph.

This is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11

4 Look and write. Use words from the box.

- cheese chips grapes nuts snacks yogurt



5 Listen. Read and write. TR: 10

- Ken: Let's have a snack.  
Patty: Are there any nuts?  
Ken: No, there aren't. But there are some grapes.  
Patty: OK. Let's eat grapes.
- Jill: I want a sandwich. Is there any cheese?  
Joe: No, there isn't. Sorry.  
Jill: Well, is there any chicken?  
Joe: Yes, there is. Here.

14

GRAMMAR

**May** I have some yogurt, please? Not right now. Dinner is at 6:00.  
**May** we have some grapes, please? Yes. Sure.

6 Write questions. Write the words in the correct order.

- have / cheese, / I / please / May / some / ?  
May I have some cheese, please?
- some / we / May / milk, / have / please / ?  
May we have some milk, please?
- ice cream, / we / please / have / May / some / ?  
May we have some ice cream, please?
- I / have / chips, / May / some / please / ?  
May I have some chips, please?
- we / noodles, / have / please / some / May / ?  
May we have some noodles, please?

7 Listen and write. TR: 11

- May. I have some nuts, please? Yes. Sure.
- May. we have some bread, please? Not right now.
- May. we have some cheese, please? Yes, here you are.
- May. I have a snack, please? Not right now. Dinner is at eight.

15



**8 Play a game.** Start at A. Listen and draw a line when the answer is yes. TR: 12

**9 Look at Activity 8.** What foods are there? Write.

I see apples, beans, bread, cheese, chicken, corn, ice cream, noodles,  
nuts, potatoes, a sandwich, soup, tomatoes

**10 Listen and read.** Can you say these fast? TR: 13

- Patty Peters likes peppers on her pizza.
- Charlie's eating cheese with his chips.
- May we have tomatoes, potatoes, noodles, and nuts?

**11 Listen to the song.** Write another verse. Use some words from the box. TR: 14

cookies	corn	noodles	potatoes
sandwich	soup	tomatoes	yogurt

I like \_\_\_\_\_  
And you like \_\_\_\_\_  
Let's make a \_\_\_\_\_!

**12 Listen.** Which words have **m** that sounds like the **m** in mango? Circle, then color the pictures. TR: 15

**13 Say the words.** How many times do you hear **m** as in mango? Write. 8

bedroom	climb	game	grandmother
lemonade	moon	mouth	umbrella

**Unit 3**  
**A Helping Hand**

**1 Listen and write.** Then listen again. Read and match. TR: 17

carry	feed	help	hug
protect	take care of	teach	

- I help my grandmother. **b**
- I feed my goldfish. **d**
- An animal mother can protect her baby. **g**
- I hug my mother. **a**
- I carry the baby. **f**
- I teach my brother the ABCs. **c**
- I take care of my bird. **e**

**GRAMMAR**

What does he do **before** breakfast? He feeds his dog **before** breakfast.  
What does he do **after** breakfast? He brushes his teeth **after** breakfast.

**2 Unscramble.** Write.

- What does he do before school?  
washes / his / face. / He  
He washes his face.
- does / after / What / do / he / school?  
What does he do after school?  
He helps his mother.
- breakfast? / What / do / before / she / does  
What does she do before breakfast?  
She brushes her teeth.
- What does she do before school?  
feeds / hamster. / her / She  
She feeds her hamster.

**3 Listen.** Match. Draw lines. TR: 18

- What do you do after school? a. I hug my grandmother.
- What do you do before breakfast? b. I feed my cat.
- What do you do after breakfast? c. I help my mother.
- What do you do before school? d. I take care of my brother.

**14 Listen and read.** TR: 16

### Super Foods!

Some foods help people be healthy. They are super foods!  
Chicken, meat, fish, beans, eggs, and nuts are good for you. Brown rice and whole grains are good for you. Milk and foods made from milk are good for you, too.  
Fruits and vegetables are great foods! There are fruits and vegetables of many colors. Eat a few different colors every day!  
Candy and sugary foods taste good, but don't eat too much of them. Instead, eat super foods that can keep you strong and healthy.

**15 Read.** Check **T** for *True* and **F** for *False*.

- Fish and nuts are good for you.  T  F
- Milk and foods made from milk are good for you.  T  F
- Fruits and vegetables aren't good for you.  T  F
- Eat candy and sugary foods most of the time.  T  F

**16 Read.**

### My Favorite Snacks

I eat my snack at home after school. I have lots of snacks I like to eat. Sometimes I eat fruits, nuts, yogurt, or cheese. Other times, I like to eat potato chips, and other times, I have a big cup of hot chocolate with cookies or bread and butter. But my favorite snack is a lettuce, mayonnaise, and peanut butter sandwich. Try it! It's delicious!

**17 Write.** Write about your favorite snacks.

- When do you have a snack?  
\_\_\_\_\_
- What are your favorite snacks?  
\_\_\_\_\_
- How does your favorite snack taste?  
\_\_\_\_\_

**18 Write.** Put your sentences from Activity 17 together in a paragraph.

I eat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4 Listen and write.** TR: 19

come home	do my homework	have a snack	make my bed	take a shower
-----------	----------------	--------------	-------------	---------------

- I make my bed before breakfast.
- I take a shower after breakfast.
- I come home before dinner.
- I have a snack after school.
- After my snack, I do my homework.

**5 Look.** Read and match. Write the number.

- He takes a shower at seven thirty.
- He makes his bed at eight o'clock.
- He walks to school at eight fifteen.
- He comes home at three forty-five.
- He eats a snack at four o'clock.
- He does his homework at four twenty.

**6 Write.**

When do you do your homework?  
\_\_\_\_\_

**GRAMMAR**

	M	T	W	T	F
Omar <b>never</b> eats breakfast at 6:00.					
Omar <b>sometimes</b> eats breakfast at 6:30.		✓			✓
Omar <b>usually</b> eats breakfast at 7:00.	✓		✓	✓	
Omar <b>always</b> walks to school at 7:30.	✓	✓	✓	✓	✓

**7 Listen.** Draw lines to match. TR: 20

- She always helps at home at 3:15.
- She usually has a snack at 3:45.
- He usually takes a shower at 4:45.
- She sometimes does her homework at 5:30.
- He sometimes makes his bed at 6:30.
- He never comes home at 8:00.

**8 What about you?** Write about when you do things.

- I always eat breakfast at 7:00.
- I \_\_\_\_\_ make my bed at \_\_\_\_\_.
- I \_\_\_\_\_ eat lunch at \_\_\_\_\_.
- I \_\_\_\_\_ have a snack at \_\_\_\_\_.
- I \_\_\_\_\_ come home at \_\_\_\_\_.
- I \_\_\_\_\_ do my homework at \_\_\_\_\_.
- I \_\_\_\_\_ watch TV at \_\_\_\_\_.
- I \_\_\_\_\_ go to bed at \_\_\_\_\_.

always  
never  
sometimes  
usually



9 Do the puzzle. Read the sentences. Unscramble the words.

- It's four **TWENTY** (TTWYNE).
- USUALLY** (LLSYAUL) drink milk for breakfast, but today I drank juice.
- ALWAYS** (SAAWYL) wake up early.
- NEVER** (NEEVR) get to school late. I'm always on time.
- It's eleven **THIRTY** (RIYTHT).
- He **TAKES** (SAEKT) a shower in the morning.
- I never eat a **SNACK** (KCSAN) after school.
- I brush my teeth **AFTER** (REATF) breakfast.
- PROTECT** (PERTOTC) my pet from wild animals.

10 Answer the riddle. Unscramble the circled letters in the puzzle to solve the riddle.

This animal is gray and has a long trunk. It's very big and can live to be seventy years old. African ones have big ears, and Asian ones have smaller ears. What animal is it?

E L E P H A N T

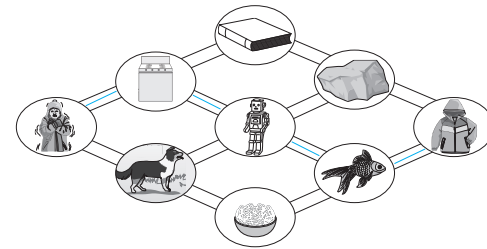
11 Listen and read. Can you say these fast? TR: 21

- slurp soup and sodas at six sixteen.
- Meena makes many milk shakes in the morning.
- Before four, fix the fifteenth flower vase.

12 Listen to the song. Read and underline. TR: 22

- I have to comb my **cat** / bird.
- I have to feed my **dog** / snake.
- I have to pick up my **dog** / frog.
- I have to wash my **goat** / goldfish.
- I have to read to my **sister** / brother.
- I have to teach my **sisters** / brothers (their 1, 2, 3's).
- I have to carry my family's new **baby** / horse.

13 Listen. Which words have a sound like the o in home? Draw a line to connect the pictures. TR: 23



14 Say the words. How many times do you hear o as in home? Write. 7

computer goat hippo notebook phone tomato yellow yogurt

Unit 4  
My Place in the World

1 Look and write.



**GRAMMAR**  
Can you help me? Sure. **How can I help?**  
Where's the museum? It's **on** Main Street.  
It's **next to** the police station.  
It's **across from** the bakery.  
It's **on the corner of** Main Street and First Street.  
It's **behind** the movie theater.  
It's **between** the park and the school.

2 Listen and match. TR: 25

- Where's the supermarket? **c**.
  - Where's the toy store? **e**.
  - Where's the restaurant? **d**.
  - Where's the hospital? **b**.
  - Where's the bakery? **a**.
- a. It's between the toy store and the park.  
b. It's across from the bakery.  
c. It's on the corner of Main Street and First Street.  
d. It's behind the movie theater.  
e. It's next to the museum.

3 Look at the pictures. Write.



Excuse me. **Can** you help me?

Sure. **How can I help?**

**Where's** the police station?

It's **between** the **bakery** and the **restaurant**.

Thanks. And is there a **supermarket** near here?

Yes, it's **next to** the bakery.

15 Listen and read. TR: 24

The Daily Lives of Animals

People and animals usually live in different ways. They eat, sleep, and take care of babies differently.

The koala lives in Australia. It only eats eucalyptus tree leaves at night. The koala sleeps in the morning, afternoon, and evening. It sleeps more than fifteen hours a day! It has a small baby that grows in its mother's pouch.

The great white shark lives in oceans all over the world. The great white shark never stops swimming. It always eats and never sleeps. The mother doesn't take care of its babies. The babies swim away from their hungry mother!



Many sharks are small. The smallest shark is the size of a man's hand!

16 Read. Check T for True and F for False.

- The koala sleeps more than fifteen hours a day.
- The koala eats insects in the evening.
- A great white shark takes care of her babies.
- The great white shark always swims.

T F  
T F  
T F  
T F

17 Read the e-mail. Naomi uses before, after, and first to show the order that her father does things. Underline these words.

Dear Carlos,  
My father has a new job. He is a zookeeper! He takes care of the elephants. He gets up at 6.30. After breakfast he always goes to see the elephants. They are called Archie and Tina. He usually gives the elephants a bath first! He uses a lot of water. After that he feeds them. They eat lots of potatoes and carrots. Before lunch he cleans the elephant barn. Sometimes, in the afternoon, he walks with the elephants and helps them to exercise.  
He loves his new job. I want to visit him at the zoo!  
Naomi



18 Write. Think about someone who takes care of animals or people. What does this person do? When does this person do these things? How often? Write about his or her day.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Look and write.

a library a mall a stadium a swimming pool a zoo

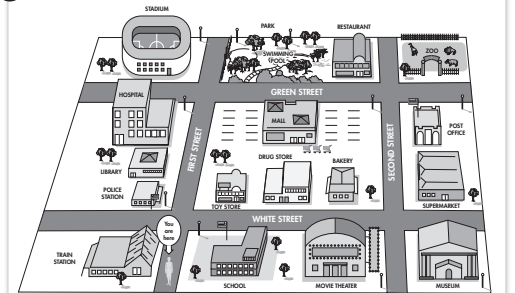


5 Listen. Circle the answers. TR: 26

- She wants to go to the **swimming pool / stadium**. She wants to **see her favorite baseball team / buy some shoes**.
- I want to go to the **library / mall**. I want to **play in the water / study**.
- He wants to go to the **zoo / mall**. He wants to **buy some new shoes / see the hippos**.
- She wants to go to the **swimming pool / stadium**. She wants to **see her favorite baseball team / play in the water**.
- I want to go to the **zoo / mall**. I love to see the **elephants / clothes**!

**GRAMMAR**  
How can I get to the supermarket? Go straight ↑.  
Turn right → on White Street.  
Turn left ← on Second Street.

6 Look at the map. Write.

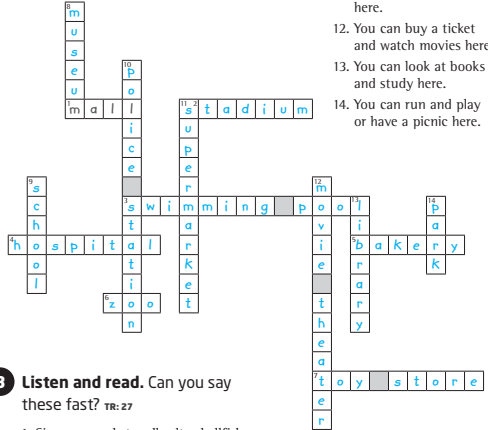


- How can I get to the stadium?  
Go **straight** on First Street. Turn **left** on Green Street. It's on the corner of **Green Street** and **First Street**.
- How can I get to the bakery?  
Go **straight** on First Street. Turn **right** on White Street. It's **on the corner** of **White Street** and **Second Street**. It's **across from** the movie theater.



7 Read. Do the crossword puzzle.

- ACROSS
- You can shop at many different stores here.
  - You can see soccer and other sports here.
  - You can jump in the water on a hot day here.
  - You can see doctors and nurses here.
  - You can buy bread, cakes, and pies here.
  - You can see many different animals here.
  - You can buy many kinds of toys here.
- DOWN
- You can see paintings and sculptures here.
  - You can learn English, math, and science here.
  - You can see police officers here.
  - You can buy meat, fruits, and vegetables here.
  - You can buy a ticket and watch movies here.
  - You can look at books and study here.
  - You can run and play or have a picnic here.



8 Listen and read. Can you say these fast? TR: 27

- Six supermarkets sell salty shellfish.
- Bill is busy at the bookstore buying big blue books.
- Lisa is looking left for the library, but she's lost.

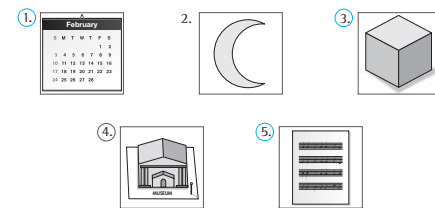
32

9 Listen to the song. Write a new verse. Write about your town. TR: 28

Where are the \_\_\_\_\_  
and the \_\_\_\_\_?  
Where's the \_\_\_\_\_?  
Where's the \_\_\_\_\_?  
Where are the \_\_\_\_\_  
and the \_\_\_\_\_?



10 Listen. Which words have u that sounds like the u in museum? Circle the number. TR: 29



11 Say the words. How many times do you hear u as in museum? Write. \_\_\_\_\_

community hug January jump menu stadium use you

33

Review

1 Look and write.



- What does she do? She's a firefighter
- What does he do? He's a scientist
- What does she do? She's a chef
- What does he do? He's a vet
- What does she do? She's a farmer

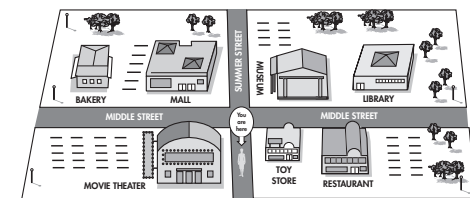
2 Listen. Circle the answers. TR: 31

- He makes his bed / feeds his pet before school.
- What does he do before / after school?
- He sometimes / usually helps his grandma.
- I always / never do my homework at four forty-five.

36

3 Look at the map. Read. Write. Use some words from the box to complete the sentences.

across from can get to go straight help how left next to right



- Excuse me. Can you help me?
- Sure. How can I help?
- How can I get to the bakery?
- Go straight on Summer Street. Turn left on Middle Street. It's next to the mall.

4 Write. Use words from the box.

any are aren't is isn't let's there

- I'm hungry. Let's make sandwiches!
- OK. Is there any bread?
- Yes, there is.
- Are there any tomatoes?
- Yes, there are. There's cheese, too.

37

12 Listen and read. TR: 30

A Town in Antarctica

The town of Villa las Estrellas is in the continent of Antarctica. Antarctica is very cold. People usually live there only for the summer, but some live all year round in Villa las Estrellas. About 150 people live there in summer. About seventy people live there in winter. Nights are long in winter. The sun shines only four or five hours a day. The sun always shines in summer.

Villa las Estrellas has houses, a bank, a school, a hospital, small stores, a post office, and a church. Many people come to visit. They like to go to the post office and send letters from Antarctica!

13 Complete the chart.

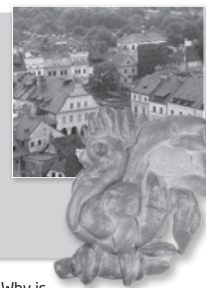
	Villa las Estrellas	Where You Live
Weather	very cold	
How many people	about 150 in summer about seventy in winter	
Places	houses, a bank, a school, a hospital, small stores, a post office, and a church	

34

14 Read. We can use the word and to connect two ideas. Underline the sentences with and as you read.

My Special Place in the World

- My name is Jan, and I live in a town in Poland called Kazimierz Dolny. I have two favorite places!
- There is a hill by the town. You can walk up the hill, and you can see the whole town. I think it's beautiful, and it's very quiet.
- My second favorite place is the bakery! My town is famous for its special bread. The bakery makes bread in the shape of a chicken. It's delicious!



15 Plan. Think of a place that is special to you. Why is it special? How can you describe it? Fill in the chart.

My special place	
Why it is special	
Words to describe it	

16 Write about your special place in the world.

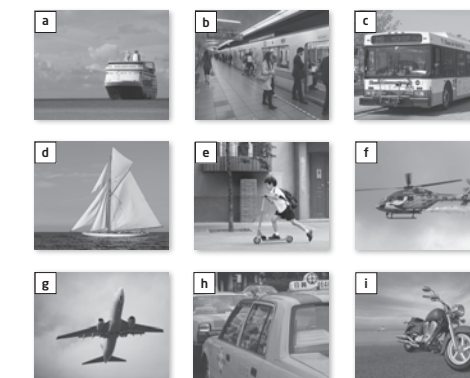
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35

Unit 5

On the Move!

1 Read. Look at the pictures. Match. Write the letter.



- a helicopter f
- a boat d
- a ship a
- the subway b
- a bus c
- an airplane g
- a scooter e
- a taxi h
- a motorcycle i

38

GRAMMAR

I ride my bike to the park.  
I take the bus to the park.  
My sister rides her scooter to the park.  
My big brother rides his motorcycle to the park.

I do, too.  
I don't. I walk.  
My brother does, too.  
My sister doesn't.

don't = do not  
doesn't = does not

2 Read, look, and match.

- Rodrigo rides his bike to the bakery. His brother does, too.
- His mother takes a taxi to work. His father doesn't. He takes a bus.
- My sister rides her scooter to school. I don't. I walk.
- My grandfather takes the subway. I do, too.



3 What about you? Write a sentence with do or don't.

- My friend walks to the museum. I do, too.
- He rides a motorcycle to the library. I don't. I take a bus.
- He takes the subway to school. I \_\_\_\_\_.
- He walks to the park. I \_\_\_\_\_.

39



**4 Read and write.** Match the sentences to the pictures.

downhill get off get on park uphill

- Sometimes I help my mother.  
I get on my bike, and I go to the bakery.
- The bakery is at the top of a hill.  
I go uphill to the bakery.
- When I get to the bakery,  
I get off my bike.
- I park my bike next to the bakery.
- After I go to the bakery,  
I ride downhill to my home.

**5 Listen and check.** Check your answers to Activity 4. TR: 32

40

**GRAMMAR**  
My sister takes a taxi to the mall, **but** my brother rides his bike.

**6 Read and write.** Read the sentences. Rewrite them using *but*.

- My sister walks to school. My brother rides his bike to school.  
My sister walks to school, but my brother rides his bike to school.
- I don't like to go uphill. I like to go downhill.  
I don't like to go uphill, but I like to go downhill.
- She walks to the movie theater. She takes a bus to the mall.  
She walks to the movie theater, but she takes a bus to the mall.
- He eats snacks after school. He always eats his dinner.  
He eats snacks after school, but he always eats his dinner.
- A penguin can swim. It can't fly.  
A penguin can swim, but it can't fly.
- The girl is smiling. The boy is frowning.  
The girl is smiling, but the boy is frowning.
- My mother likes fruit. My father likes ice cream.  
My mother likes fruit, but my father likes ice cream.

41

**13 Listen and read.** TR: 36

### Going to School Is Cool

Many children take a school bus to school, but some children in India live on boats, but they go to school on land. They take the school boat in the morning.

Some children who live in the mountains of Colombia take a zip line to get to school. The zip line is long. The children aren't scared to take the zip line. It's fun!

**14 Read and write.**

school boat zip line

- In Colombia, some children take a zip line to get to school.
- Some children in India ride a school boat to school.
- What transportation would you like to take to school?  
I want to take a \_\_\_\_\_ to school.

44

**15 Read.** We can use the word *but* to show that two connected ideas are different. Underline the sentences with the word *but* as you read.

**Catch the Bus in Curitiba**  
My city of Curitiba, Brazil, is famous for its bus system. It is called the BRT. There are more than a thousand buses in our city. There are many cars and trucks on the roads, but the buses use a special lane. They can move fast. In some parts of the city, you can catch a bus every 90 seconds. Many buses are typical size, but some of the buses are very long. They carry a lot of people. The buses are modern, and some of the bus stops are, too. At these stops, people can get on and off the bus in 15 seconds.

**16 Plan.** Think about your town. How do you usually go places? Describe how. Is it your favorite transportation? Why, or why not?

**17 Write.** Describe your favorite transportation where you live.

45

**7 Go through the maze.**  
Write.

- I ride the bike to the scooter.
- I ride the scooter to the bus.
- I take the bus to the motorcycle.
- I ride the motorcycle to my house.

**8 Unscramble the words.** Write the words in the chart.

abot cetoyormic hips linaprea pecilethor roscoot sub wusaby xait

Sky	Land	Water
airplane	bus	boat
helicopter	motorcycle	ship
	scooter	
	subway	
	taxi	

**9 Listen and read.** Can you say these fast? TR: 33

- A motorcycle moves Mary to the mall on Monday.
- Take a taxi to the tall tower tomorrow.
- Six scooters scoot to the subway.

42

**10 Listen to the song.** Write a new verse. Use some words from the box. TR: 34

airplane helicopter horse motorcycle scooter taxi

I fly my \_\_\_\_\_ to school. Yes, I do.  
I ride my \_\_\_\_\_ to school. Do you ride one, too?  
I take a \_\_\_\_\_ to school. Yes, I do.  
I take a \_\_\_\_\_ to school. Do you take one, too?

**11 Listen.** Draw an X over the words that don't have the same **oo** sound in *scooter*. TR: 35

- 
- 
- 

**12 Say the words.** How many times do you hear **oo** as in *scooter*? Write. 7

bedroom food June moon notebook school shoe two

43

### Unit 6 Our Senses

**1 Listen and look.** Write the number in the box. TR: 37

46

**GRAMMAR**

The cheese pizza **smells** great. The helicopter **sounds** loud.  
The dress **looks** beautiful. The cat **feels** soft.  
How **does** the apple **taste**? It **tastes** delicious.  
How **do** the teddy bears **feel**? They **feel** soft.

**2 Read.** Check **T** for *True* and **F** for *False*.

- The music sounds loud.  T  F
- The flowers smell good.  T  F
- The butterfly looks ugly.  T  F
- The hamsters feel hard.  T  F
- The sandwich tastes delicious.  T  F

**3 Read and write.**

- How does the bread taste? It tastes good.
- How does the sock smell? It smells terrible!
- How do the rocks feel? They feel hard.
- How do the dirty, old sneakers look? They look ugly.
- How does the parrot sound? It sounds loud.

47



4 Read and write. Listen and check. TR: 38

bitter salty sour spicy sweet

1. My mother drinks tea every morning,

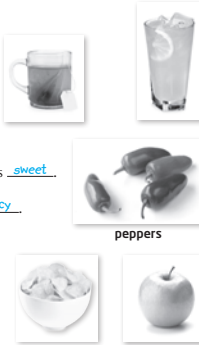
but I don't like it. It's bitter.

2. Lemons are sour, but sometimes lemonade is sweet.

3. There are peppers in the soup. It's very spicy.

4. These chips are very salty.

5. This apple isn't sweet. It's sour.



5 Read and write. Sort the words. You can use words more than one time.

apples bananas cheese chips coffee cookies lemons mangoes  
noodles nuts oranges soup peppers pizza tea yogurt

bitter	salty	sour	spicy	sweet
coffee	cheese	apples	noodles	apples
oranges	chips	lemons	peppers	bananas
tea	nuts	oranges	soup	cookies
	pizza	soup		mangoes
	soup	yogurt		oranges
				yogurt

GRAMMAR

How **is** the soup? It's good.  
How **are** the cookies? They're good.  
How **was** the bread? It **was** good. More, please!  
How **were** the cookies? They **were** good. Can I have one more, please?

6 Read. Look and match. Write numbers.



- The bread is good.
- The grapes are good.
- The bread was good.
- The grapes were good.

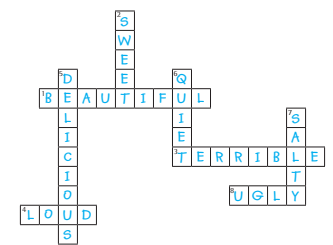
7 Read and write.

- The soup was hot, but now it is cold.
- How were the noodles? They were salty.
- The baby was quiet, but now he's crying.
- How was the ice cream? It was delicious!
- The TV was loud, but now it is / s quiet here.
- My little sister was sad, but now she is / s happy.
- How were the tomatoes? They were sweet.
- Her bedroom was blue, but now it is / s pink.

8 Read. Do the crossword puzzle.

Across

- Flowers for me? Thank you! They're \_\_\_\_\_.
- Your refrigerator smells \_\_\_\_\_ . Clean it!
- Please turn down the TV. It's so \_\_\_\_\_.
- That painting isn't beautiful. It's \_\_\_\_\_.



Down

- Lemons are sour, but lemonade is \_\_\_\_\_.
- That chicken and rice smells \_\_\_\_\_.
- Always be \_\_\_\_\_ in the library.
- Don't eat the soup. It's very \_\_\_\_\_.

9 Read and guess. Write.

- It's a fruit. It can be sweet or sour. It isn't red, and it isn't yellow. It's between red and yellow. What is it? an orange
- It's a toy. It's soft. It can be any color, but usually it's brown. Some children sleep with it. What is it? a teddy bear

10 Listen and read. Can you say these fast? TR: 39

- Sonia eats sweet and sour ice cream on Sunday.
- Bill buys big boxes of bitter brown beans.
- Don't taste that terrible tea tomorrow.



11 Listen to the song. Draw lines to match. TR: 40

- How does the cake taste? a. It smells good.
- How does a kitten feel? b. It feels great!
- How does the garden look? c. It feels soft.
- How does a hug feel? d. It tastes sweet.
- How does the drum sound? e. It looks beautiful.
- How does a flower smell? f. It sounds loud.

12 Write a new verse for the song! Use some of the words from the box.

fire truck fish hard loud motorcycle quiet rabbit robot

How does a \_\_\_\_\_ feel? It feels \_\_\_\_\_.

How does a \_\_\_\_\_ sound? It sounds \_\_\_\_\_.

13 Listen. Which words have the sound of s as in soft? Color the stars. TR: 41



14 Say the words. How many times do you hear s as in soft? Write. 6

circle shoe desk shelf juice parents sock sofa

15 Listen and read. TR: 42

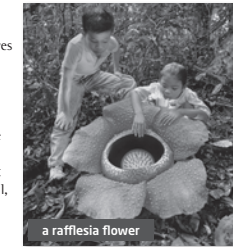
Stinky Animals and Plants

Many things smell good. But some animals and plants smell terrible!  
The Eastern snake-necked turtle lives in Australia. If you catch one, it smells terrible. In Australia, people call this turtle the "stinker".

Many flowers smell good, but the rafflesia doesn't. It smells terrible! The rafflesia is the biggest flower in the world. It grows in southeastern Asia. It smells like old meat. Flies like the smell, and they fly to the rafflesia flower.



an Eastern snake-necked turtle



a rafflesia flower



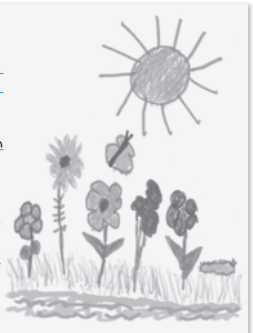
16 Read. Check T for True and F for False.

- The rafflesia smells terrible.
- The Eastern snake-necked turtle lives in Asia.
- Flies like the smell of the rafflesia.
- The Eastern snake-necked turtle never smells bad.
- The rafflesia is a very big flower.



17 Read. We can use *and* to show that two connected ideas are similar. We can use *but* to show that two connected ideas are different. When we can choose between two connected ideas, we use *or*. Underline the sentences with *or*.

The summer is my favorite season. The weather is hot, and we do many activities outside. On weekends we visit our grandparents, or sometimes we go to the river with my cousins.  
At my grandparents' house we sit outside and play cards, or we play with their pet dog, Charlie. My grandma loves flowers. They look beautiful and they smell great, too.  
There is a river near my cousins' house, and we swim there sometimes. The water's cold, but I love it! We eat fruit, or sometimes we eat ice cream. My brother likes chocolate ice cream, but strawberry is my favorite!



18 Write. Write about your summer. Use *or* to show choices.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

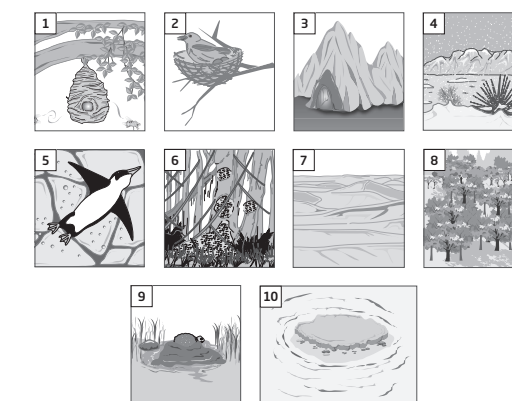
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Unit 7

Animal Habitats

1 Look and match. Write the number.



- 5 ice 8 a forest 7 a desert 10 an island 2 a nest  
9 mud 1 a hive 4 snow 6 a rain forest 3 a cave

GRAMMAR

**Why** does a horse run fast? **Because** it has strong legs.  
**Why** is the bear in the cave? **Because** the bear lives in the cave.  
**Why** can frogs jump and hop? **Because** they have strong legs.  
**Why** don't you like crocodiles? **Because** they are scary.  
**Why** can't ducks climb trees? **Because** ducks don't have arms.

2 Read and write. Use words from the box.

are Because do does don't is Why

- Why don't fish run?  
Because they don't have legs.
- Why do hippos stand in water?  
Because the sun is hot, and hippos feel cool in the water.
- Why is the parrot eating a nut?  
Because parrots like nuts.
- Why is the desert dry?  
Because there is very little rain in the desert.
- Why are the birds by the water?  
Because they eat frogs and fish, and frogs and fish live in the water.
- Why does the tiger drink water?  
Because it is thirsty.
- Why don't zebras live in caves?  
Because zebras eat grass, and there isn't any grass in caves.



3 Listen and write. Use words from the box. TR: 43

fur horns pouch tongue wings

1. A kangaroo has a pouch.
2. A butterfly has wings. It can fly.
3. A frog has a long, sticky tongue.
4. A goat has two horns on its head.
5. A lion has fur.

4 Look and read. Check T for True and F for False.



1. A giraffe has a long tongue.
2. A cow has a pouch.
3. A chicken has wings.
4. A panda has black and white fur.
5. Some sheep have horns.
6. Many birds have colorful feathers.
7. Hippos have sharp claws.
8. Kangaroos have short tails.

- T F  
T F  
T F  
T F  
T F  
T F  
T F  
T F

GRAMMAR

Kangaroos use their pouches **to carry** their babies.  
Parrots use their wings **to fly**.  
Cats use their tongues **to clean** their fur.

5 Listen and write. TR: 44

to carry to clean to climb to eat to fight  
to fly to hide to jump to run to swim

1. Goats use their horns to fight.
2. Polar bears use their white fur to hide in the ice and snow.
3. Lions use their teeth to eat meat.
4. Kangaroos use their legs to jump.
5. Ostriches use their legs to run fast.
6. Giraffes use their long tongues to clean their ears.
7. Tigers use their mouths to carry their babies.
8. Penguins use their wings to swim.
9. Cats use their sharp claws to climb trees.
10. Owls use their wings to fly.

6 What about you? What do you use? Write.

1. What do you use to eat? Sample answer: I use my mouth and teeth to eat.
2. What do you use to walk? Sample answer: I use my feet and legs to walk.
3. What do you use to write? Sample answer: I use my hand to write.
4. What do you use to carry things? Sample answer: I use my arms to carry things.
5. What do you use to listen to music? Sample answer: I use my ears to listen to music.

7 Read the clues. Do the puzzle.

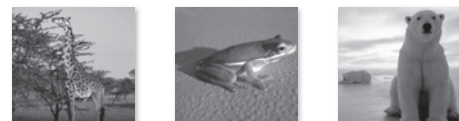
1. Why can a frog catch a fly with its \_\_\_\_\_? Because it is sticky.
2. Why can't a zebra fly? Because it doesn't have \_\_\_\_\_.
3. Goats use their \_\_\_\_\_ to fight.
4. Why does an owl have big eyes? \_\_\_\_\_ it needs to see at night.
5. Some bears live in \_\_\_\_\_.
6. \_\_\_\_\_ use a pouch to carry their babies.
7. Camels live in the \_\_\_\_\_.
8. Big spiders live in the \_\_\_\_\_.

1. GEONUT T O N G U E
  2. GIWSN W I N G S
  3. HONRS H O R N S
  4. CEABESU B E C A U S E
  5. VASEC C A V E S
  6. NOKAGORAS K A N G A R O O S
  7. RETSED D E S E R T
  8. IRNA SROFTE R A I N F O R E S T
- A N I M A L S   A R E   A M A Z I N G !

8 Listen and read. Can you say these fast? TR: 45

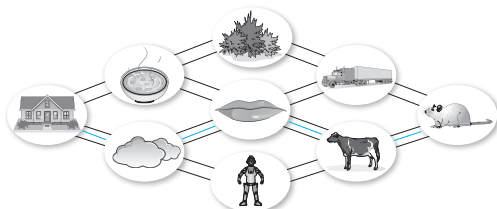
1. My nephew never stands next to a nest.
2. We walk by the water in windy weather.
3. Do the polar bear and panda play in the park?

9 Listen to the song. Read. Draw lines to match. TR: 46



1. Why does a giraffe have a long, long neck? a. Because it lives in ice and snow.
2. Why does a frog have strong legs? b. Because it eats leaves at the tops of the trees.
3. Why does a polar bear have white fur? c. Because it hops, swims, and jumps.

10 Listen. Which words have a sound like the ou in pouch? Draw a line to connect the pictures. TR: 47



11 Say the words. How many times do you hear the ou sound you hear in pouch? Write. 6

brown clown count flower frowning sour yellow young

12 Listen and read. TR: 48

Animals in Antarctica

Antarctica is very cold, very dry, and very windy. Can animals live there? Yes, they can!

The emperor penguin is a bird. It can't fly, but it can swim. The mother penguin lays an egg on the ice. Where is the nest for this egg? The father emperor penguin takes care of the egg. He puts it on his feet! Why? Because he can keep the egg warm.

The Weddell seal lives in Antarctica, too. It spends a lot of time in the ocean. It can stay under water for forty-five minutes. The seal swims under the ice. Why? Because it catches fish and eats under water. It is safe under the ice.



Weddell seal emperor penguin

13 Read. Check T for True and F for False.

1. The emperor penguin can swim well.
2. The emperor penguin father takes care of the egg.
3. The Weddell seal can swim under the ice.
4. The Weddell seal catches fish on the ice and snow.
5. Antarctica is hot and sunny.

- T F  
T F  
T F  
T F  
T F

14 Read. Read about Mounira's animal. Underline words that tell you what the animal looks like. Write the name of the animal.

My name is Mounira. I live by the Nile River. This animal lives here. What is it? Can you guess?  
It lives in the river. It's brown and it has black spots on its back. It has four short legs and a long tail. It has big eyes on top of its head, and it uses them to see above the water. It has a strong mouth and sharp teeth! It can walk, and it can swim.  
It is scary, but I like it!  
Yes! It's a crocodile.



hippo



turtle



crocodile

15 Write. Write about an animal you like.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

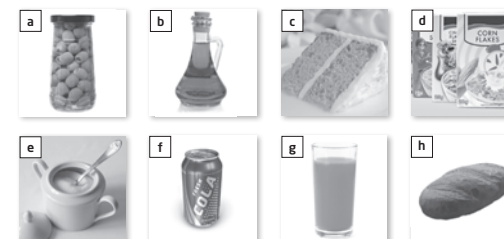
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Unit 8

What's for Dinner?

1 Listen and write. TR: 49

a bottle a bowl a box a can  
a glass a jar a loaf a piece



1. a piece of cake c
2. a bowl of sugar e
3. a bottle of oil b
4. a jar of olives a
5. a can of soda f
6. a glass of juice g
7. a box of cereal d
8. a loaf of bread h

GRAMMAR

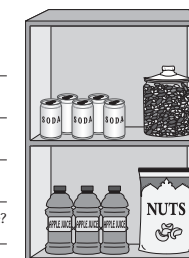
Are there **any** boxes of cereal? Yes, there are **some** on the table.  
Are there **any** loaves of bread? No, there aren't **any**.  
Is there **any** cheese? Yes, there is **some** in the fridge.  
Is there **any** rice? No, there isn't **any**.

2 Listen. Read and circle. TR: 50

1. Is there any cake? Yes, there is some. No, there isn't any.
2. Are there any bottles of oil? Yes, there are some. No, there aren't any.
3. Are there any pieces of cake? Yes, there are some. No, there aren't any.
4. Is there any cereal? Yes, there is some. No, there isn't any.

3 Look at the picture. Read and write.

1. Are there any beans? Yes, there are some in a jar.
2. Are there any cans of soda? Yes, there are some on the shelf.
3. Is there any orange juice? No, there isn't any.
4. Are there any eggs? No, there aren't any.
5. Are there any bottles of apple juice? Yes, there are some on the shelf.

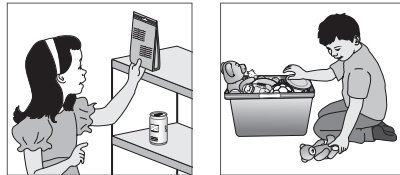




4 Listen and read. Write. TR: 51

- The price of that sandwich is five dollars.
- Let's put away the milk and eggs in the refrigerator.
- I'm hungry. Let's go to the supermarket and buy some food.
- Which is better, yogurt or ice cream? Let's compare them.
- Oh, no! I don't have any money! I can't take the bus home.

5 Read and write. Use words from the box.



buy compare money price put away

- I'm thirsty. Let's buy a can of soda.
- The price of that bag of nuts is fifty cents.
- I have twenty cents. Do you have any money?
- Which snack is better for me? I need to compare them.
- I put away my toys after I play.

6 Read and write. Answers will vary.

- What is your favorite snack food? \_\_\_\_\_
- What is the price of your snack food? \_\_\_\_\_
- Do you buy it every day? \_\_\_\_\_

64

GRAMMAR

Are there any olives? Yes, there are **a few**.  
 Are there any apples? Yes, there are **a few** in the bowl.  
 Is there any tea? Yes, there is **a little**.  
 Is there any juice? Yes, there is **a little** in the bottle.

7 Read. Write the foods in the correct columns in the chart.

apples ice-cream loaves of bread milk  
 oil potatoes sandwiches soup

There are a few.	There is a little.
apples	ice cream
loaves of bread	milk
potatoes	oil
sandwiches	soup

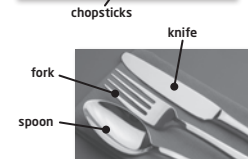
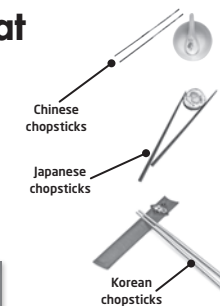
8 Read and write. Use *is a little* or *are a few*.

- Are there any jars of olives? Yes, there are a few.
- Are there any boxes of cereal? Yes, there are a few.
- Is there any oil in the bottle? Yes, there is a little.
- Is there any pasta in the bowl? Yes, there is a little.
- Are there any cans of soda? Yes, there are a few.
- Is there any sugar in the bowl? Yes, there is a little.
- Is there any cake? Yes, there is a little.

65

15 Listen and read. TR: 55

How People Eat



People eat in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are different in each country. People use chopsticks in Thailand and Cambodia, but they only use chopsticks to eat noodles. They use a spoon and fork to eat other foods.

People in Europe and the Americas usually use forks, knives, and spoons to eat. But people in India and Ethiopia use bread to pick up food. They eat with their right hand.



16 Read. Check T for True and F for False.

- All chopsticks look the same.  T  F
- People in India eat with their right hand.  T  F
- People in Cambodia always use chopsticks.  T  F
- People in Europe usually use forks, knives, and spoons.  T  F

68

17 Read. Read this paragraph about Marcela's favorite meal. In a paragraph, the first sentence is called the *topic sentence*. It tells the main idea. The other sentences are called the *body* of the paragraph. They give more information about that idea.

My Favorite Meal

I love many kinds of food, but I have one favorite meal! First, I have chicken soup and some bread. It's delicious! I sometimes have two bowls! After that, I have fish cakes. I eat them with salad. Yum! And I have my favorite drink—apple juice. Finally, I have a piece of cake. So that's my favorite meal.



18 Write. Write about your favorite meal.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19 Check your writing. Circle Yes or No.

Does your first sentence tell what the paragraph is about? **Yes No**  
 Do the other sentences give more information about it? **Yes No**

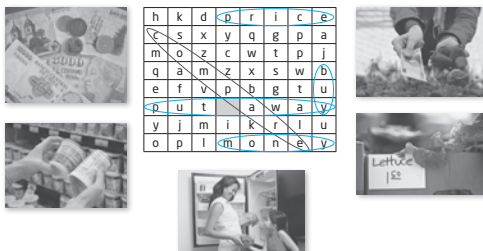
69

9 What's in your classroom? Answer the questions. Write. Use sentences from the box. Answers will vary.

Yes, there is some. Yes, there are a few. Yes, there is a little.  
 Yes, there are some. No, there isn't any. No, there aren't any.

- Is there any water? \_\_\_\_\_
- Are there any boxes? \_\_\_\_\_
- Is there any soda? \_\_\_\_\_
- Is there any glue? \_\_\_\_\_
- Are there any snacks? \_\_\_\_\_
- Are there any windows? \_\_\_\_\_

10 Look at the pictures. Circle the words.



11 Listen and read. Can you say these fast? TR: 52

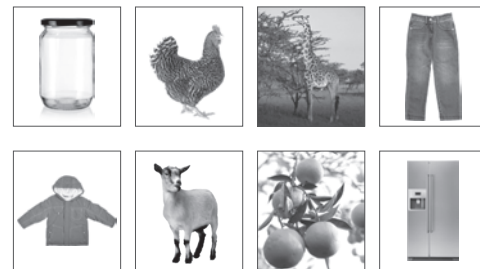
- Put away the pasta, peppers, and potatoes.
- Betty buys a big box of bananas.
- Compare the cheese, chips, and chicken carefully.

66

12 Listen to the song. Write. TR: 53

- A jar of jelly is no fun, if there isn't any bread to spread it on. A bowl of rice is very nice, but it tastes better with some spice.
- A bowl of pasta, a jar of spice, a glass of milk, and cake are nice! Let's go now. Let's buy some food. Let's go shopping, just me and you!

13 Look at the pictures and say the words. Write on the line the words with the sound of j that you hear in juice.



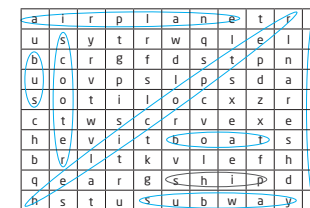
jar giraffe jeans jacket orange refrigerator

14 Listen and check your answers to Activity 13. TR: 54

67

Review

1 Look at the photos. Circle the words in the puzzle.



2 Look. Read and match. Write the letter.



- The olives are salty. c
- The cake was delicious. d
- The olives were salty. b
- The cake is delicious! a

70

3 Listen. Read and circle. TR: 56

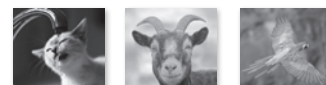
- It sounds loud. It's very quiet.
- It looks soft. It feels soft.
- No, there aren't any. Yes, there are some.
- Let's buy a loaf of bread. Let's put away the loaf of bread.
- No, there isn't any. Yes, there is some in the bottle.
- No, there aren't any. Yes, there are a few.

4 Read and write. Use some words from the box.

are because do does doesn't don't is was why

- Why don't lions eat bananas?
- Because lions eat meat.
- How does the soda taste? It tastes sweet!
- Why does a zebra eat grass?
- Why are the baby birds in the nest?
- How was the soup? It was terrible!

5 Read. Check T for True and F for False.



- A cat uses its tongue to drink.  T  F
- A goat uses its horns to taste.  T  F
- A parrot uses its wings to fly.  T  F

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